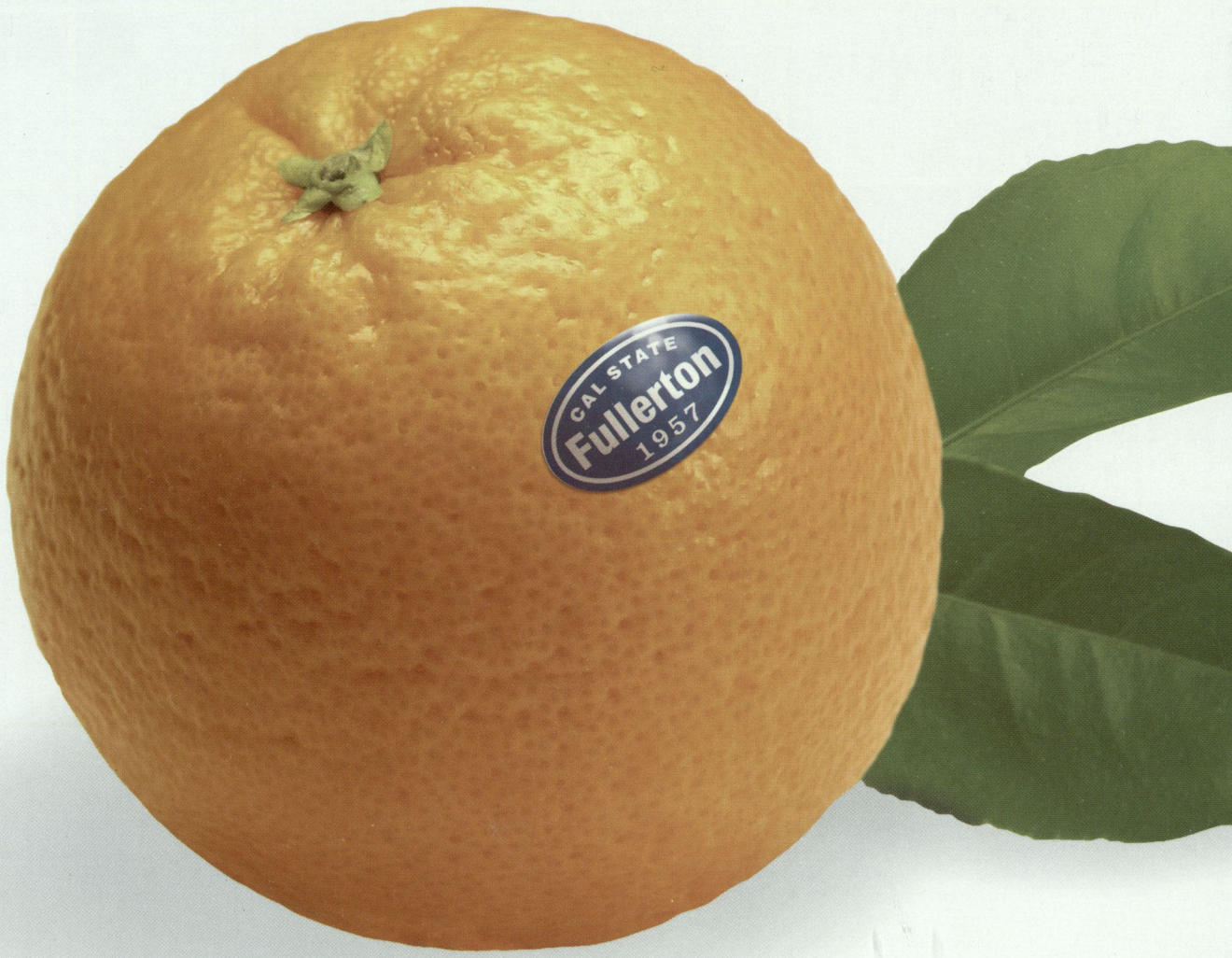
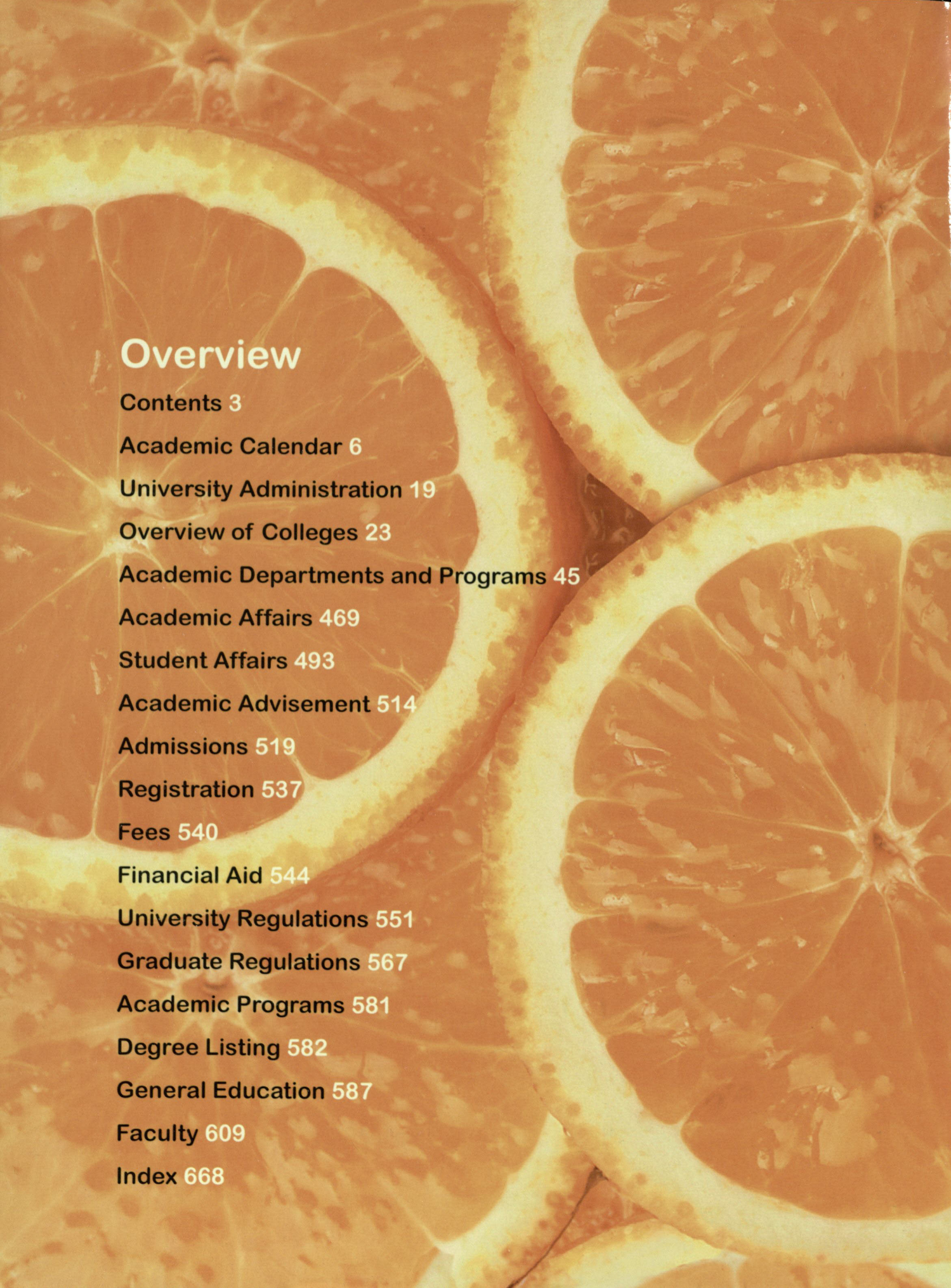
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You may be the first in your family to pursue a college education. Or, perhaps joining our proud Titan alumni has become a tradition among relatives and friends. As you get to know Cal State Fullerton, you'll quickly discover why so many students choose our university.

Our affordable, high quality education creates possibilities many of our students may not have imagined. Many of our academic programs have achieved national prominence because of our outstanding faculty and the achievements of our alumni.

At Cal State Fullerton, our professors create an exceptional learning environment for their students, whether they're teaching an introductory class to freshmen or working one-on-one in a lab with a future scientist. Students often comment that our campus has the comfortable atmosphere that feels like a small college. It's a place where they can easily find networks of friends, interact with faculty on a personal level, and find the support and encouragement they need to be successful.

When you visit our campus, you'll experience a vibrant, dynamic metropolitan university that offers the wonderful advantages of a rich, multicultural diversity, as well as connections with industry, government and the arts. Our students have many opportunities to immerse themselves in internships and real-world experiences that prepare you for success.

Your future offers infinite possibilities. I am proud to say that our entire university community is committed to providing the support, encouragement and challenging opportunities to help you make your dreams and goals a reality.

Milton A. Gordon
PRESIDENT

Learning is preeminent at California State University, Fullerton.

We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty and staff work in close collaboration to expand knowledge. Our affordable undergraduate and graduate programs provide students the best of current practice, theory and research and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society. We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural and economical development of our region.

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Academic Calendar

Please note: This calendar is not intended to be construed as an employee work calendar.

SUMMER SESSION 2005

June 4
Saturday ..... First day of classes

July 4
Monday ..... Independence Day – Campus closed

August 1
Monday ..... Initial period for filing application for admission to the 2006 spring semester begins

August 14
Sunday ..... Last day of classes

FALL SEMESTER 2005

August 18
Thursday ..... Academic year begins

August 20
Saturday ..... First day of classes

September 5
Monday ..... Labor Day – Campus closed

September 9
Friday ..... Admission Day – Campus open

October 1
Saturday ..... Initial period for filing application for admission to the 2006 fall semester begins

October 12
Wednesday ..... Columbus Day – Campus open

November 11
Friday ..... Veterans Day – Campus open

November 21-27
Monday-Sunday ..... Fall Recess – No classes
Campus open 11/21-23
Campus closed 11/24-25

December 9
Friday ..... Last day of classes

December 10-16
Saturday-Friday ..... Semester examinations

December 26-January 2
Monday-Monday ..... Holiday break – Campus closed

2006

January 2
Monday ..... New Year's Holiday – Campus closed

January 3
Tuesday ..... Semester ends; Grade reports due

INTERSESSION 2006

December 31
Saturday ..... First day of classes

January 16
Monday ..... Martin Luther King, Jr. Day – Campus Closed

January 29
Sunday ..... Last day of classes

SPRING SEMESTER 2006

January 26
Thursday ..... Semester begins

January 28
Saturday ..... First day of classes

February 13
Monday ..... Lincoln's Birthday – Campus open

February 20
Monday ..... Presidents' Day – Campus closed

March 27-April 2
Monday-Sunday ..... Spring recess – No classes; Campus open, except on Friday, March 31 due to Cesar Chavez Day

March 31
Friday ..... Cesar Chavez Day – Campus closed

April 3
Monday ..... Classes resume

May 19
Friday ..... Last day of classes

May 20-26
Saturday-Friday ..... Semester examinations

May 27-28
Saturday-Sunday ..... Commencement exercises

May 29
Monday ..... Memorial Day – Campus closed

June 2
Friday ..... Semester ends; Grade reports due

CLASSES THAT MEET ON SATURDAYS AND/OR SUNDAYS WILL MEET ON THE FOLLOWING DATES:

Fall 2005	Saturdays	Sundays
August	20, 27	21, 28
September	3, 10, 17, 24	4, 11, 18, 25
October	1, 8, 15, 22, 29	2, 9, 16, 23, 30
November	5, 12, 19	6, 13, 20
December	3	4

Spring 2006	Saturdays	Sundays
January	28	29
February	4, 11, 18, 25	5, 12, 19, 26
March	4, 11, 18, 25	5, 12, 19, 26
April	8, 15, 22, 29	9, 16, 23, 30
May	6, 13	7, 14

SUMMER SESSION 2006

June 3
Saturday ..... First day of classes

July 3
Monday ..... Campus open

July 4
Tuesday ..... Independence Day – Campus closed

August 1
Tuesday ..... Initial period for filing application for admission to the following spring semester begins

August 13
Sunday ..... Last day of classes

FALL SEMESTER 2006

August 17
Thursday ..... Academic year begins

August 19
Saturday ..... First day of classes

September 4
Monday ..... Labor Day – Campus closed

September 8
Friday ..... Admission Day – Campus open

October 1
Sunday ..... Initial period for filing application for admission to the following fall semester begins

October 12
Thursday ..... Columbus Day – Campus open

November 10
Friday ..... Veterans Day – Campus open

November 20-26
Monday-Sunday ..... Fall Recess – No classes
Campus open 11/20-22
Campus closed 11/23-24

December 8
Friday ..... Last day of classes

December 9-15
Saturday-Friday ..... Semester examinations

December 25-January 1
Monday-Monday ..... Holiday break – Campus closed

2007

January 1
Monday ..... New Year's Holiday – Campus closed

January 2
Tuesday ..... Semester ends; Grade reports due

INTERSESSION

December 30
Saturday ..... First day of classes

January 15
Monday ..... Martin Luther King, Jr. Day – Campus closed

January 21
Sunday ..... Last day of classes

SPRING SEMESTER 2007

January 18
Thursday ..... Semester begins

January 20
Saturday ..... First day of classes

February 12
Monday ..... Lincoln's Birthday – Campus open

February 19
Monday ..... Presidents' Day – Campus closed

March 26-April 1
Monday-Sunday ..... Spring recess – No classes; Campus open, except on Friday, March 30 due to Cesar Chavez Day

March 30
Friday ..... Cesar Chavez Day – Campus closed

April 2
Monday ..... Classes resume

May 12
Saturday ..... Last day of classes

May 12-18
Saturday-Friday ..... Semester examinations

May 19-20
Saturday-Sunday ..... Commencement exercises

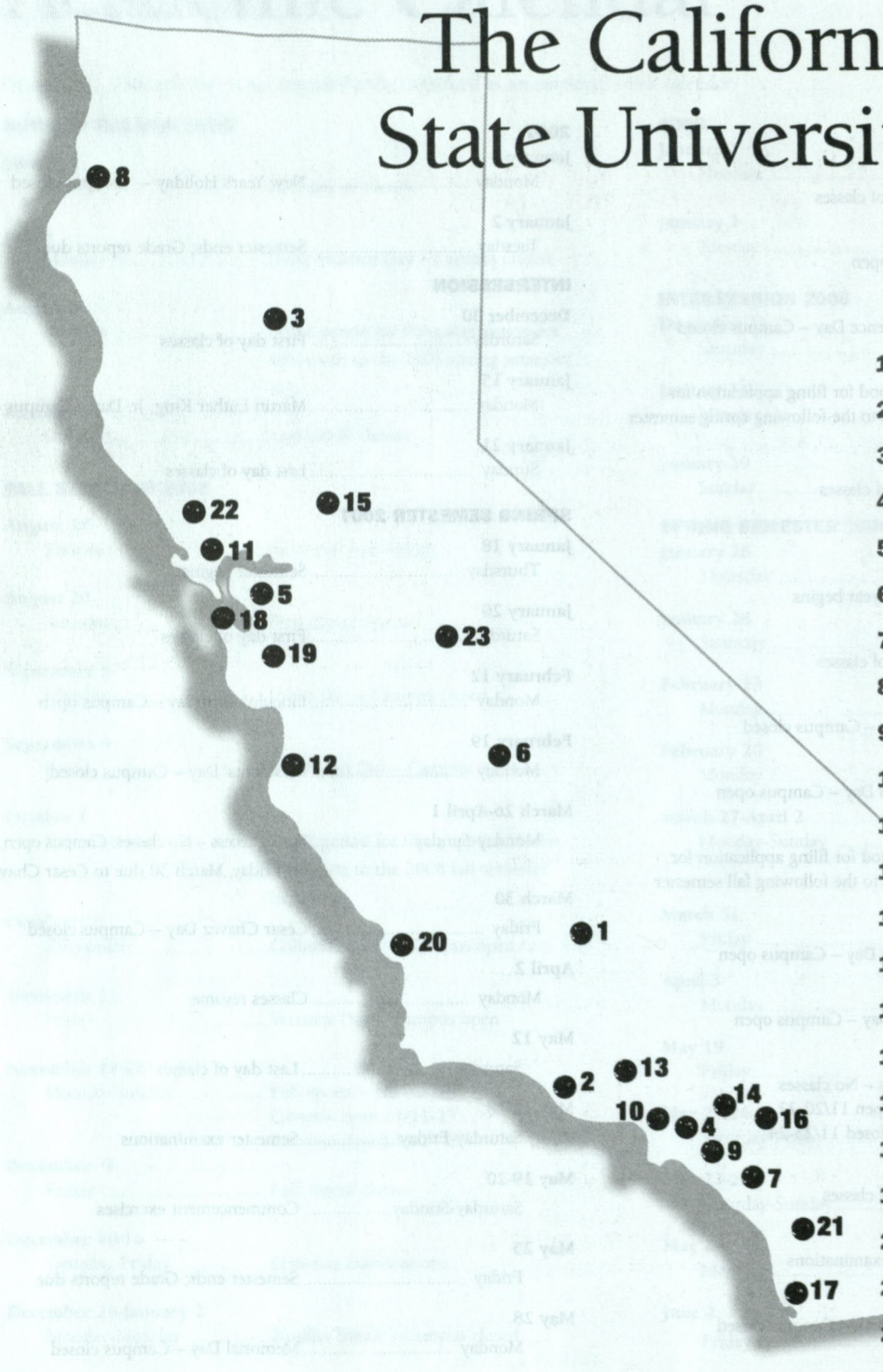
May 25
Friday ..... Semester ends; Grade reports due

May 28
Monday ..... Memorial Day – Campus closed

CLASSES THAT MEET ON SATURDAYS AND/OR SUNDAYS WILL MEET ON THE FOLLOWING DATES:

Fall 2006	Saturdays	Sundays	Spring 2007	Saturdays	Sundays
August	19, 26	20, 27	January	27	28
September	2, 9, 16, 23, 30	3, 10, 17, 24	February	3, 10, 17, 24	4, 11, 18, 25
October	7, 14, 21, 28	1, 8, 15, 22, 29	March	3, 10, 17, 24	4, 11, 18, 25
November	4, 11, 18	5, 12, 19	April	7 14, 21, 28	8, 15, 22, 29
December	2	3	May	5, 12	6, 13

The California State University



1 California State University, Bakersfield
2 California State University, Channel Islands
3 California State University, Chico
4 California State University, Dominguez Hills
5 California State University, East Bay
6 California State University, Fresno
7 California State University, Fullerton
8 Humboldt State University
9 California State University, Long Beach
10 California State University, Los Angeles
11 California Maritime Academy
12 California State University, Monterey Bay
13 California State University, Northridge
14 California State Polytechnic University, Pomona
15 California State University, Sacramento
16 California State University, San Bernardino
17 San Diego State University
18 San Francisco State University
19 San José State University
20 California Polytechnic State University, San Luis Obispo
21 California State University, San Marcos
22 Sonoma State University
23 California State University, Stanislaus

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became the California State University and Colleges, and in 1982 the system became the California State University. Today the campuses of the CSU include comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The oldest campus—San José State University—was founded in 1857 and became the first institution of public higher education in California. The newest—CSU Channel Islands—opened in fall 2002, with freshmen arriving in fall 2003.

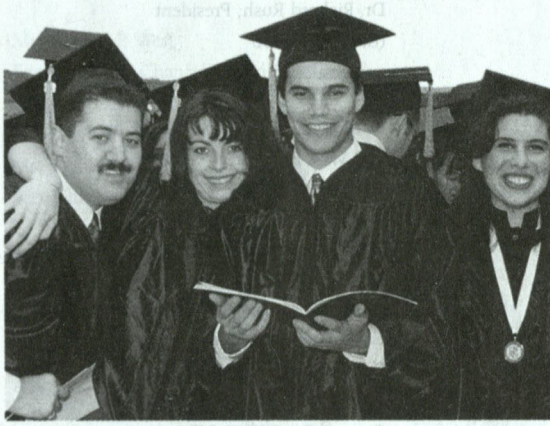
Responsibility for the California State University is vested in the Board of Trustees, whose members are appointed by the governor. The trustees appoint the chancellor, who is the chief executive officer of the system, and the presidents, who are the chief executive officers of the respective campuses.

The trustees, the chancellor, and the presidents develop systemwide policy, with implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of the California State University, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the chancellor.

Academic excellence has been achieved by the California State University through a distinguished faculty whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All the campuses require for graduation a basic program of "General Education Requirements" regardless of the type of bachelor's degree or major field selected by the student.

The CSU offers more than 1,800 bachelor's and master's degree programs in some 240 subject areas. Many of these programs are offered so that students can complete all upper division and graduate requirements by part-time, late afternoon, and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

Enrollments in fall 2004 totaled 397,000 students, who were taught by some 21,000 faculty. The system awards more than half of the bachelor's degrees and 30 percent of the master's degrees granted in California. Nearly 2 million persons have been graduated from CSU campuses since 1960.



THE CALIFORNIA STATE UNIVERSITY

Campuses of The California State University

Trustees and Officers of The California State University

Office of the Chancellor

CAMPUSES - THE CALIFORNIA STATE UNIVERSITY

California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099
Dr. Horace Mitchell, President
(661) 664-2011
www.csub.edu

California State University, Channel Islands
One University Drive
Camarillo, CA 93012
Dr. Richard Rush, President
(805) 437-8400
www.csuci.edu

California State University, Chico
400 West First Street
Chico, CA 95929-0722
Dr. Paul J. Zingg, President
(530) 898-4636
www.csuchico.edu

California State University, Dominguez Hills
1000 East Victoria Street
Carson, CA 90747-0005
Dr. James E. Lyons, Sr., President
(310) 243-3300
www.csudh.edu

California State University, East Bay
25800 Carlos Bee Boulevard
Hayward, CA 94542
Dr. Norma Rees, President
(510) 885-3000
www.csu.eastbay.edu

California State University, Fresno
5150 North Maple Avenue
Fresno, CA 93740
Dr. John D. Welty, President
(559) 278-4240
www.csufresno.edu

California State University, Fullerton
800 N. State College Boulevard
Fullerton, CA 92834-9480
Dr. Milton A. Gordon, President
(714) 278-2011
www.fullerton.edu

Humboldt State University
One Harpst Street
Arcata, CA 95521-8299
Dr. Rollin C. Richmond, President
(707) 826-3011
www.humboldt.edu

California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840-0115
Dr. Robert C. Maxson, President
(562) 985-4111
www.csulb.edu

California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032
Dr. James M. Rosser, President
(323) 343-3000
www.calstatela.edu

California Maritime Academy
200 Maritime Academy Drive
Vallejo, CA 94590
Dr. William B. Eisenhardt, President
(707) 654-1000
www.csum.edu

California State University, Monterey Bay
100 Campus Center
Seaside, CA 93955-8001
Dr. Peter P. Smith, President
(831) 582-3330
www.csumb.edu

California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330
Dr. Jolene Koester, President
(818) 677-1200
www.csun.edu

California State Polytechnic University, Pomona
3801 W. Temple Avenue
Pomona, CA 91768
Dr. J. Michael Ortiz, President
(909) 869-7659
www.csupomona.edu

California State University, Sacramento
6000 J Street
Sacramento, CA 95819
Dr. Alexander Gonzalez, President
(916) 278-6011
www.csus.edu

California State University, San Bernardino
5500 University Parkway
San Bernardino, CA 92407-2397
Dr. Albert K. Karnig, President
(909) 880-5000
www.csusb.edu

San Diego State University
5500 Campanile Drive
San Diego, CA 92182
Dr. Stephen L. Weber, President
(619) 594-5000
www.sdsu.edu

San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Dr. Robert A. Corrigan, President
(415) 338-1111
www.sfsu.edu

San José State University
One Washington Square
San Jose, CA 95192-0001
Mr. Don Kassing, Interim President
(408) 924-1000
www.sjsu.edu

California Polytechnic State University, San Luis Obispo
One Grand Avenue
San Luis Obispo, CA 93407
Dr. Warren J. Baker, President
(805) 756-1111
www.calpoly.edu

California State University, San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001
Dr. Karen S. Haynes, President
(760) 750-4000
www.csusm.edu

Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928-3609
Dr. Ruben Armiñana, President
(707) 664-2880
www.sonoma.edu

California State University, Stanislaus
801 West Monte Vista Avenue
Turlock, CA 95382-0299
Dr. Marvalene Hughes, President*
(209) 667-3122
www.csustan.edu

*Effective July 2005, Dr. Hamid Shirvani will become president at CSU Stanislaus.

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State Capitol, Sacramento CA 95814

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Lieutenant Governor of California
State Capitol, Sacramento CA 95814

The Honorable Fabian Núñez
Speaker of the Assembly
State Capitol, Sacramento CA 95814

The Honorable Jack O'Connell
State Superintendent of Public Instruction
721 Capitol Mall, Sacramento CA 95814

Dr. Charles B. Reed
Chancellor of the California State University
401 Golden Shore
Long Beach 90802-4210

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Richard P. West
Treasurer

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Appointments are for a term of eight years, except student, alumni and faculty trustees whose terms are for two years. Terms expire in the year in parentheses. Names are listed alphabetically.

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Jeffrey Bleich (2010)
Herbert L. Carter (2011)
Carol Chandler (2012)
Moctesuma Esparza (2008)
Debra S. Farar (2006)
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Melina Guzman Moore (2012)
Kyriakos Tsakopoulos (2009)
Anthony M. Vitti (2005)

Correspondence with Trustees should be sent:

c/o Trustees Secretariat
The California State University
401 Golden Shore
Long Beach, California 90802-4210

OFFICE OF THE CHANCELLOR

The California State University
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4000

Dr. Charles B. Reed
Chancellor - CSU System

Dr. David S. Spence
Executive Vice Chancellor and Chief Academic Officer

Mr. Richard P. West
Executive Vice Chancellor and Chief Financial Officer

Ms. Jackie McClain
Vice Chancellor, Human Resources

Ms. Christine Helwick
General Counsel

Dr. Keith Boyum
Associate Vice Chancellor, Academic Affairs

California State University, Fullerton



CALIFORNIA STATE UNIVERSITY, FULLERTON

- Governance
- Mission and Goals
- Accreditations and Associations
- Academic Freedom and Responsibility
- History of the University
- Environment of the University
- The Campus and Its Buildings
- CSUF El Toro Campus
- Students of the University
- The Faculty
- Outstanding Professor Award
- CSU Wang Family Excellence Award
- California State University, Fullerton Foundation
- CSU Fullerton Housing Authority
- Alumni Association of Cal State Fullerton

GOVERNANCE

Governance on the campus at California State University, Fullerton is the responsibility of the president and his administrative staff. Working closely with the president are a number of faculty and student groups that initiate, review, and/or recommend for approval, various university programs, policies and procedures. Although the president is vested with the final authority for all university activities, maximum faculty and staff participation in campus decision-making and governance has become traditional. Students also are actively involved, with student representatives included on almost all university, college and departmental committees and policymaking bodies.

MISSION AND GOALS

Mission Statement

Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty and staff work in close collaboration to expand knowledge.

Our affordable undergraduate and graduate programs provide students the best of current practice, theory, and research and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.

We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural and economic development of our region.

Goals:

- To ensure the preeminence of learning.
- To provide high-quality programs that meet the evolving needs of our students, community and region.
- To enhance scholarly and creative activity.
- To make collaboration integral to our activities.
- To create an environment where all students have the opportunity to succeed.
- To increase external support for university programs and priorities.
- To expand connections and partnerships with our region.
- To strengthen institutional effectiveness, collegial governance and our sense of community.

ACCREDITATIONS AND ASSOCIATIONS

California State University, Fullerton, is accredited by the Western Association of Schools and Colleges.

Questions about accreditation may be addressed to:

Western Association of Schools and Colleges
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: (510) 748-9001
E-mail: WASCSR@WASCSENIOR.ORG
Internet: www.wascweb.org

Other accreditation and association recognition includes:

Accreditation Board for Engineering and Technology

Accrediting Council on Education in Journalism and Mass Communications

AACSB International - The Association to Advance Collegiate Schools of Business - Accounting Program

AACSB - The Association to Advance Collegiate Schools of Business - Business Programs

American Association of State Colleges and Universities

American Chemical Society

American Council on Education

Council on Academic Accreditation of the American Speech-Language-Hearing Association

California Commission on Teacher Credentialing

Certified in Education for Public Relations

Commission on Accreditation of Allied Health Education Programs

Commission on Collegiate Nursing Education

Council for Advancement and Support of Education

Council of Graduate Schools

Hispanic Association of Colleges and Universities

National Association of Schools of Art and Design

National Association of Schools of Dance

National Association of Schools of Music

National Association of Schools of Public Affairs and Administration

National Association of Schools of Theatre

National Association of State Universities and Land-Grant Colleges

National Council for Accreditation of Teacher Education

National League for Nursing Accrediting Commission

National Organization for Human Services Education

Orange County Business Council

Southern California Consortium on International Studies

Western Association of Graduate Schools

ACADEMIC FREEDOM AND RESPONSIBILITY

The Academic Senate of California State University, Fullerton endorses the American Association of University Professors 1987 Statement of Professional Ethics (University Policy Statement 230.000).

HISTORY OF THE UNIVERSITY

In 1957, Cal State Fullerton became the 12th State College in California to be authorized by the Legislature. The following year a site was designated in northeast Fullerton. It was purchased in 1959, when Dr. William B. Langsdorf was appointed as founding president, the first staff was selected and plans for opening the new college were made. Orange County State College started classes for 452 full- and/or part-time students in September, 1959, using leased quarters for its administrative offices on the Fullerton Union High School campus and for its classrooms at Fullerton's Sunny Hills High School. In the fall of 1960, the college opened classes on its own campus, where it occupied 12 temporary buildings. The name changed to Orange State College in July 1962, to California State College at Fullerton in July 1964, to California State College, Fullerton in July 1968 and to California State University, Fullerton in June 1972. The first permanent building, the six-story Letters and Science Building (now known as McCarthy Hall), was occupied in 1963.

Today, there is much dramatic evidence of additional, rapid growth. Several new buildings have been completed, and enrollment has climbed to more than 32,744. Since 1963 the curriculum has expanded to include lower-division work and many graduate programs, as well as numerous credential and certificate programs.

The Donahoe Higher Education Act of 1960 established the California State Colleges as a system under an independent Board of Trustees, redefined the functions of the State Colleges, and related them to both the community colleges and the University of California system.

In May 1971, Dr. L. Donald Shields, who had served as acting president for seven months, was appointed the second president of Cal State Fullerton. Dr. Miles D. McCarthy became acting president in January 1981; Dr. Jewel Plummer Cobb took office as the third president in October 1981; and Dr. Milton A. Gordon was appointed the fourth president in August 1990.

ENVIRONMENT OF THE UNIVERSITY

Fullerton, a city of more than 135,000 inhabitants, is located in north Orange County, about 30 miles southeast of central Los Angeles. It is part of the Southern California population center and within easy freeway access of all the diverse natural and cultural attractions of this region.

Orange County, with an area of 798.2 square miles, is the 47th in size of California's 58 counties, but it is the second largest county in population (more than 3 million) and the fifth most populous county in the nation. Orange County has experienced during the last four decades almost unprecedented growth as communities continue to occupy the diminishing expanses of open land.

Today, there co-exists an interesting mixture of the old and new economic and life styles in Orange County. Underneath the soil, archeologist and bulldozers uncover traces of the hunting and gathering Indian bands who flourished at least as early as 4,000 years ago in what was a benign and bountiful region. More visible traces remain of the Spanish and Mexican periods and cultures: Mission San Juan Capistrano, which began the agricultural tradition in Orange County, and subsequent adobes from the great land grants and ranches that followed. Additionally, both customs and many names persist from this period, and so does some ranching. The architectural and other evidences of the subsequent pioneer period are still quite visible: farmsteads, old buildings from the new towns that were established in the late 1800s, mining operations, and traces of early resort and other types of promotional activities. For about 100 years, farming was the main economic activity with products such as grapes, walnuts, vegetables and oranges replacing the older wheat and cattle ranches. Today, agriculture still is very important. Orange County ranks high among California's counties in mineral production with its oil, natural gas, sand and gravel, and clay mining and processing activities.

The extensive development of the 42 miles of beaches in Orange County and the development of such attractions as the Disneyland Resort, Knott's Berry Farm, the Laguna Festival of Arts and Pageant of the Masters, the Arrowhead Pond of Anaheim, Edison International Field, the Anaheim Convention Center and the Orange County Performing Arts Center continue to make tourism an increasingly important activity.

So does the Mediterranean-type climate, with rainfall averaging 14 inches per year, and generally mild days (either freezing or 100-degree temperatures are uncommon) with frequent morning fog during the summer. Both downtown Los Angeles and the Pacific Ocean can be reached by car in half an hour, and mountain and desert recreation areas are as close as an hour's drive from the campus.

THE CAMPUS AND ITS BUILDINGS

Once part of a vast orange grove, Cal State Fullerton's attractively landscaped main campus now consists of 236 acres bounded on the south by Nutwood Avenue, on the west by State College Boulevard, on the north by Yorba Linda Boulevard and on the east by the Orange Freeway (57).

The portion of Orange County immediately surrounding the campus is predominantly suburban; it includes housing tracts, apartment complexes, shopping centers and industrial parks.

Other educational institutions also are part of the immediate environment. The Southern California College of Optometry opened in the spring of 1973. It is just north of Cal State Fullerton. To Cal State's immediate south is Hope International University, a liberal arts school with a Bible emphasis, where students started classes in the fall of 1973. Western State University College of Law occupied its new campus to the immediate west of Cal State in January 1975.

The Cal State Fullerton campus itself has an efficient urban layout of facilities developed to serve a predominantly commuting public. The university's modern buildings were planned so that no student needs more than 10 minutes to go from one class to another. The campus is surrounded with landscaped parking areas.

The first permanent building, the Letters and Science Building, was occupied in 1963. This imposing structure, master planned to serve ultimately as a facility for undergraduate and graduate science instruction and research, has been used to house other programs until they could warrant new facilities of their own. This building is now called Miles D. McCarthy Hall.

Since 1963, growth has been rapid. The Performing Arts Center was completed in 1964, the Physical Education Building in 1965, the Library Building in 1966, the Commons in 1967, the Humanities-Social Sciences Building and Visual Arts Center in 1969, William B. Langsdorf Hall (Administration- Business Administration) and the Engineering Building in 1971, the Student Health Center in 1974, the Education-Classroom Building and University Center in 1976, an addition to the Visual Arts Center in 1979, the Jewel Plummer Cobb Residence Halls and the Charles L. and Rachael E. Ruby Gerontology Center in 1988, and the Fullerton Marriott and the Computer Science Building in 1989. The Ruby Gerontology Center was the first building on campus financed solely by contributed funds; the Fullerton Marriott, a full-service hotel, resulted from a joint venture involving the Marriott Corp., the university and the city of Fullerton.

An expansion of the Titan Student Union (formerly known as the University Center) and the Titan Sports Complex, featuring the multipurpose 10,000-seat Titan Stadium, baseball pavilion, track and tennis courts, were completed in 1992. The Titan Student Union houses a 1,200-seat pavilion, small theater, food court, pub, bowling alley and conference rooms. The five-story University Hall, with classrooms, faculty offices, and student and academic support services, was occupied in 1993, followed by the two-story Science Laboratory Center in 1994. A four-story addition to the University Library was completed in 1996, and the entire complex was dedicated as the Paulina June & George Pollak Library in 1998. The 10-story College Park building on Nutwood Avenue provides additional classrooms and office space for university staff and faculty members.

Cal State Fullerton's on-campus student-resident population more than doubled with the completion of a 440-bed student housing facility in August 2002. The new facility is adjacent to Cobb Residence Hall, an on-campus apartment complex for 396 students. A 71,000-square-foot expansion of the Kinesiology and Health Science Building was completed in 2003. The new wing includes the Wellness Center for Successful Aging, practice gymnasium, seminar rooms and a lecture hall. Construction of a new 102,000-square-foot Performing Arts Center is well under way. Scheduled to open in January 2006, the new complex features venues that include an 800-seat concert hall, 250-seat thrust theater and a 150-seat black box theater. The Nutwood Parking Structure, a five-level, 2,500-space facility opened for the fall 2004 semester. Construction began in spring 2005 on the State College Parking Structure, which will contain 1,400 spaces and is scheduled for completion before the fall 2006 semester.

In the northeast corner of the campus is the Fullerton Arboretum, which was dedicated in the fall of 1979 in a joint venture with the city of Fullerton. The 26-acre botanical garden is a living museum of rare plants from around the world. The ecologically arranged botanical collection depicts habitats from the desert to the tropics. With its ponds, streams and wildlife, it offers a tranquil retreat from our fast-growing urban life. The Fullerton Arboretum also is home to Heritage House, a restored 19th-century dwelling and serves as a cultural museum for North Orange County.

The ample freeway and surface street accommodations that approach the main entrance to the university's campus also provide comparatively easy access to the great and diverse learning resources available in Southern California: many other colleges and universities; museums, libraries and art galleries; zoos; and the wide variety of economic, governmental, social, and cultural activities and experiences that may be found in this dynamic and complex region of California and the United States.

Information concerning the instructional, laboratory and other physical facilities that relate to the academic program may be obtained from the Office of Facilities Management.

CAL STATE FULLERTON - EL TORO CAMPUS

El Toro Campus is a branch campus of California State University, Fullerton. Located on a portion of the former El Toro Marine Corps Air Station in Irvine, just 19 miles from the Fullerton campus, the El

Toro Campus serves as a regional center for meeting the higher education needs of central and south Orange County.

The El Toro Campus offers course work at the upper-division level (junior/senior), post-baccalaureate, and graduate levels. All lower-division (freshman/sophomore) general education and major course work is taken either at the main campus at Fullerton, a community college, or a private higher education institution.

The El Toro Campus occupies a 50,900-square-foot two-story structure built around a central courtyard area. At present CSUF leases approximately eleven acres that include the educational facility and about 600 parking spaces for faculty and students. It contains an administrative center, twenty classrooms, faculty offices, an electronic university library, computer classrooms, an open computer laboratory, a student affairs service center, an enrollment services center, an admissions, registration and cashiering center, a bookstore and a food service center.

Students who plan to attend the El Toro Campus must be admitted to California State University, Fullerton through the regular admissions process. Applications for admission to the university are available on the Web at www.csumentor.edu. Registration for El Toro Campus classes takes place through the regular university processes.

Student Affairs enhances and supports the academic mission of the university by implementing the concepts of student development and student services. As a resource for students, administration, faculty, staff and the broader community, Student Affairs provides a wide variety of university services such as advising, counseling, financial aid services and programs.

Academic Advising provides students with the necessary information to make sound academic decisions and educational plans. Advisers assist students with information about graduation requirements and course selection. Prospective students who wish to transfer to the university also have the option of meeting with a transfer adviser to discuss university requirements for admission. In addition, personal counseling for students experiencing excessive stress and pressure in their lives is now available on campus by appointment.

Financial Aid at El Toro assists students in the process of applying for financial aid and finding ways to meet educational expenses. Financial aid is designed to assist students in paying basic educational costs for eligible certificate and degree programs. There are multiple resources students can access to pay for college. Financial Aid offers grants, loans and scholarships to eligible students. Students are encouraged to meet with the financial aid adviser.

Students at El Toro have many opportunities to get involved in activities and programs. Students are invited to participate in any number of social, educational, cultural, leadership, and recreational activities. Students are encouraged to get involved in campus organizations and events to build lasting friendships, develop skills, and participate in new experiences.

The University Library at El Toro provides information and access to high-quality resources to meet the instructional and research needs of El Toro students, faculty and staff. The physical library provides 24 computer workstations, two group study rooms, photocopier, and course reserves. Reference assistance is available in several formats: a reference librarian is available for consultation; the reference hotline provides easy access to the library staff at the main campus; through "Ask a Librarian," students may submit reference queries via e-mail; online chat reference allows students to interact virtually in real time with a librarian. Through the library website, students have access to the library's 100-plus databases (many full-text), NetLibrary (CSU collection of over 4,300 electronic books), discipline-specific and special topics research guides, and of course the online library catalog. Document delivery is provided through two avenues – items owned at the main campus library can be paged for delivery at El Toro, and free interlibrary loan service is available through the online ILLiad system for items not owned by the library.

The campus has expanded its information technology facilities to include four multi-purpose computer classrooms. The multi-purpose computer classrooms incorporate some of the latest technology including video networking, which allows instructors to show the latest films in a variety of languages. Instructors are available to broadcast their presentations to individual students, student groups, or to all students. Similarly, the instructor can see a student's screen in order to provide individual attention or to share it with the entire class. The El Toro Campus also has an open computer laboratory, video conferencing and interactive televised video instruction.

Overall, students at the El Toro Campus have full access to technology linked to the Internet and to connectivity with the main campus in Fullerton.

For information, contact the CSUF El Toro Campus, 7320 Trabuco Road, Irvine, California 92618 or telephone (949) 936-1600 or (714)/CSU-TORO. Office hours are 8:30 a.m. to 7 p.m. Monday through Thursday, and 9 a.m. to 1 p.m. on Friday.

The El Toro Campus is open for class 8 a.m. to 10 p.m. Monday through Thursday, and 8 a.m. to 4 p.m. on Friday and Saturday.

STUDENTS OF THE UNIVERSITY

Much of the distinctive character and learning atmosphere of any campus comes from the nature and vitality of its students. Diversity, the synthesis of academic study with work and family interests, strong achievement records, and relative maturity are some of the predominant characteristics of the student body at Cal State Fullerton.

The university is primarily a community-based institution, with two on-campus residence facilities. Nearly 74 percent undergraduate and 86 percent of graduate students are employed, and yet 64 percent of all students take 12 or more hours of course work each semester. The majority of students live in Orange County. Of the fall 2004 new undergraduate students, 50 percent came from California public high schools, 6 percent from California private high schools, 39 percent came from California community colleges, 2 percent from other Cal State campuses, 1 percent from other California colleges and universities, and 2 percent from other states or other countries. The fall 2004 new graduate students came from Cal State University campuses (60 percent), other California colleges and universities (22 percent), and other states or other countries (18 percent).

The student body is 11 percent first-time freshmen, 19 percent other lower division, 53 percent upper division, and 17 percent graduate levels. Sixty percent of all students are women. The median age of all students is 22; undergraduates have a median age of 21, while graduate students have a median age of 29. Many students take advantage of course

offerings during the day and at night, in order to create a workable schedule for their multiple responsibilities.

Many students already have clearly defined interests in a major field of study. Only 9 percent of all students have not yet declared a major, and are in the process of exploring different fields of knowledge. During 2003-2004, 5,636 undergraduates received their baccalaureate degrees, and 1,242 graduates received their master's degrees.

THE FACULTY

Central to the effectiveness of any institution of higher learning is the quality and dedication of its individual faculty members to teaching and scholarship.

In the fall of 2003, there were 769 full-time faculty and administrators and 1,087 part-time faculty members teaching on the campus. Almost all the full-time faculty had some previous college or university teaching experience before coming to Fullerton. Faculty members also have a wide variety of scholarly experiences and creative activities. Seventy-nine percent of the full-time faculty have earned their doctoral degrees.

Criteria for selection to the faculty include mastery of knowledge in an academic specialty, demonstrated skill and experience in teaching, and continuing interest in scholarly study and research. Retention and promotion criteria also include service to the university and community.

Information concerning the faculty and other personnel may be obtained from the Office of Faculty Affairs and Records.

OUTSTANDING PROFESSOR AWARD

Each year the university selects a faculty member to receive the CSUF Outstanding Professor Award

Below are the names of all professors who have received the CSUF Outstanding Professor Award. Those with an asterisk were also honored with the Statewide Outstanding Professor Award, an honor which was conferred annually on two system faculty members by the Trustees of the California State University until 1995.

Year	*Name*	*Subject*
1963-64	Donald Stanley Tull	Marketing
1964-65	Miles Duffield McCarthy*	Biology
1965-66	Giles Tyler Brown	History
1966-67	Gustave Bording Mathieu	French/ German
1967-68	Norman Townsend-Zellner	Economics
1968-69	John Brown Mason	Political Science
1969-70	No award given	
1970-71	Loh Seng Tsai	Psychology
1971-72	Richard C. Gilbert	Mathematics
1972-73	Herbert C. Rutemiller	Quantitative Methods
1973-74	Fred M. Johnson	Physics
1974-75	Willis E. McNelly*	English
1975-76	Donald E. Lagerberg	Art
1976-77	Sidney Klein	Economics
1977-78	Charles G. Bell	Political Science
1978-79	Bruce H. Weber	Chemistry
1979-80	Michael H. Horn	Zoology
1980-81	Donald A. Sears	English and Linguistics
1981-82	Joyce E. Pickersgill	Economics
1982-83	Carl C. Wamser	Chemistry
1983-84	Corinne S. Wood	Anthropology
1984-85	Maria C. Linder	Chemistry
1985-86	Charles C. Lambert	Zoology
1986-87	Glenn M. Nagel	Chemistry
1987-88	Harris S. Shultz*	Mathematics
1988-89	Warren A. Beck	History
1989-90	Roger Nanes	Physics
1990-91	Gerald F. Corey	Human Services/ Counseling
1991-92	Michael H. Birnbaum	Psychology
1992-93	David L. Pagni*	Mathematics
1993-94	Keith O. Boyum	Political Science
1994-95	Carol P. Barnes	Elementary and Bilingual Education
1995-96	Mario Martelli	Mathematics
1996-97	Frank G. Cummings III	Art
1997-98	John A. Olmsted	Chemistry
1998-99	George A. Marcoulides	Management Science/ Information Systems
1999-00	Jane V. Hall	Economics
2000-01	Hallie Yopp Slowik	Elementary, Bilingual, and Reading Education
2001-02	Albert W. Flores	Philosophy
2002-03	Steven N. Murray	Biological Science
2003-04	Richard L. Wiseman	Human Communication Studies
2004-05	Nancy L. Segal	Psychology

CALIFORNIA STATE UNIVERSITY WANG FAMILY EXCELLENCE AWARD

Annually, during a ten-year period beginning in 1998-99, four faculty members and one administrator throughout the California State University (CSU) system are selected to receive the Wang Family Excellence Award. Established by CSU Trustee Stanley T. Wang, this award is designed to recognize and "celebrate" CSU faculty and administrators who are making multi-faceted contributions to the learning community, and whose achievements are having a discernable effect on students.

Six colleagues from Cal State Fullerton have been honored as recipients of the Wang Excellence Award.

Year	*Name*
2005	Raphael Sonenshein Professor of Political Science Richard Wiseman Professor of Human Communication Studies
2003	David L. Pagni Professor of Mathematics Claire Palmerino Director, Academic Advising Services
2002	Hallie Yopp Slowik Professor of Elementary and Bilingual Education
2001	Jane Hall Professor of Economics

CALIFORNIA STATE UNIVERSITY, FULLERTON FOUNDATION

The California State University, Fullerton Foundation was established and incorporated as a not-for-profit corporation in October 1959. The Foundation is an auxiliary organization of the university established to provide essential student, faculty and staff services that cannot be provided from state appropriations. It supplements university programs and activities by assisting the university in fulfilling its purposes and in serving the people of the State of California, especially those in the immediate Fullerton area.

The Foundation develops and administers research and educational grants and contracts; conducts retail operations including bookstore, food service and vending on campus; and administers various educationally-related functions and programs, such as the Artist Village and the purchase of the College Park building.

The Foundation's overall policies are administered by a Board of Directors composed of members of the university faculty, administration and students, as well as prominent community leaders.

Board of Directors

Chair, Robert F. Clark, Jr.*
Vice Chair, Ted Bremner*
Secretary, Ron Rangel*
Treasurer, Pearl Cheng (ex officio)
Executive Director, William M. Dickerson (ex officio)
Judith Anderson (ex officio)
Raul Davis*
Gary Del Fium*
Milton A. Gordon (ex officio)
Willie Hagan (ex officio)
Robert Hall*
Pamela Hillman (ex officio)
Zeke Luna*
Robert Palmer (ex offico)
Linda Patton (ex officio)
Ephraim Smith (ex officio)
ASI president plus two additional student members
Academic Senate chair plus three additional faculty members

Administrative Officers

William M. Dickerson, Executive Director
Pearl Cheng, Director, Finance & Administration

CSU FULLERTON HOUSING AUTHORITY

The CSU Fullerton Housing Authority was formed in July 2000 with the express mission to benefit California State University, Fullerton, by providing and maintaining affordable housing and related facilities for faculty, staff and students. Through such housing, the ability to foster an academic community and environment near the campus will aid the university in its quest to attract and retain the highest quality personnel.

The Housing Authority is composed of an eight-member board: chief financial officer, vice president for administration, associate vice president for facilities management, a faculty member, a student, a staff member, and a representative from the local community.

*Community Member

The CSU Housing Authority, with the support of both the university and the CSUF Foundation, is committed to the long-term development and supply of quality affordable housing for their faculty and staff members.

ALUMNI ASSOCIATION OF CAL STATE FULLERTON

The Alumni Association of Cal State Fullerton provides graduates with opportunities for continued affiliation with their alma mater and fellow alumni through unique networking, educational and social activities. Membership also provides graduates with a variety of valuable benefits such as access to all 23 CSU campus libraries, invitations to special members-only events, discounts at the Titan Bookstore, discounts on athletic and cultural events tickets, group insurance programs and more. The most important benefit of being a member of the alumni association, however, is the opportunity to be part of a strong Cal State Fullerton alumni network: The Titan Network!

The George G. Golleher Alumni House is the focal point of alumni activity on campus where alumni and friends engage in a variety of activities – everything from pre-game barbecues to alumni/community member weddings and events.

Our students are considered alumni once they have obtained 12 units of credit. We encourage all students and alumni to participate in Alumni Association events and to utilize the Golleher Alumni House.

For more information on Alumni Association programs and services or to volunteer at our events, please contact (714) CSU-ALUM or visit our website at www.csufalumni.com.

COMMUNITY SUPPORT GROUPS

California State University, Fullerton welcomes and encourages the development and activities of volunteer organizations committed to enriching university life. The expertise and efforts of dedicated volunteers enhance the university's academic excellence. Annually, each organization nominates a member volunteer who is honored at the Cal State Fullerton Concert Under the Stars event each fall.

The Cal State Fullerton Coordinating Council of Support Groups (CCSG) consists of all volunteer organizations on campus. The CCSG coordinates communication between the volunteer organizations and the university. Further information about the CCSG, may be obtained from the Office of the Vice President for Academic Affairs, McCarthy Hall-133, at (714) 278-2615.

Art Alliance

The Art Alliance encourages excellence in the arts, particularly through the educational curriculum of the university's Art Department. Organized in 1967, the alliance assists in financing gallery exhibitions, participates in the acquisition of campus art works, and annually awards scholarships and graduate research grants. Art Alliance members host special exhibit tours and receptions, trips to museums and artists' studios, and staff the main gallery during open hours.

Association of the Friends and Docents of the Anthropology Museum

Anthropology majors, alumni and interested members of the community make up association membership. The group takes an active role in presenting exhibits, providing tours and conducting the activities of the museum.

College Advisory Councils and Boards

These councils and boards are composed of community and campus leaders who are committed to sharing their expertise and providing support to individual colleges within the university and include: the College of Business and Economics Dean's Advisory Board and Executive Council; the College of Communication Dean's Advisory Board; and the College of Natural Sciences and Mathematics Dean's Advisory Council.

Continuing Learning Experience (CLE)

For more than two decades, the Continuing Learning Experience (CLE) has offered an extensive range of courses for retired or semi-retired members who look to the university and the Ruby Gerontology Center as focal points for their lifelong learning. CLE is a nationally recognized, self-supported organization that draws strength from its own board of trustees and a sophisticated management structure.

For an annual membership fee that includes parking, CLE members savor the university setting and student privileges. Members enjoy a rich variety of classes, study groups, discussion forums and trips of educational interest. Some of the outstanding

lecture series are also open to the community. In addition, both PC and Macintosh-based computer classes are available in the CLE SeniorNet Learning Center.

The CLE office is housed in the Ruby Gerontology Center, a research and conference facility built with private funds in large part from CLE members.

Emeriti

Cal State Fullerton's retired faculty and staff members belong to the Emeriti, which is dedicated to keeping its members involved and knowledgeable about current campus life. While providing opportunities to be involved in faculty governance, curricular programs and campus activities, the organization also offers renewal of friendships between its members and awards two student scholarships each year. Through affiliation with the system-wide CSU emeriti organization, California State University Emeritus and Retired Faculty Association, emeriti concerns are presented to all branches of the government and the Chancellor's Office.

Friends of the Fullerton Arboretum

Friends of the Fullerton Arboretum support the 26-acre botanical garden located on the northeast corner of campus. The Friends coordinate the work of the many volunteers needed to maintain the gardens, programs and events. Friends host tours of the arboretum and Heritage House museum, a turn-of-the-century residence listed in the National Register of Historic Places and the Inventory of California Historic Sites. Through plant sales, gift shop and events, the Friends contribute operating monies for the arboretum and fund student scholarships.

Music Associates

In support of the Music Department, Music Associates fund: student scholarships; an annual awards contest recognizing excellence in vocal, instrumental and piano performance; and purchases of equipment and instruments to enhance Cal State Fullerton's music program. Associates attend campus performances and co-sponsor one of the major holiday events on campus, the "Carol Candlelight Dinner and Concert," featuring the University Singers. The Associates also hold an annual spring scholarship luncheon.

Patrons of the Library

Community members, alumni and faculty and staff members interested in maintaining the quality of the Pollak Library belong to Patrons of the Library. The group sponsors exhibits and operates a book sale center in conjunction with the Emeriti. Funds raised through book sales, dues and donations support the augmentation of library holdings and facilities.

President's Associates

The generous members of the President's Associates provide financial support to the region's most promising students, the President's Scholars, and a host of other programs and projects at Cal State Fullerton. This premier support group also provides the president with resources for university-wide needs such as student scholarships, faculty research grants and recognition awards for faculty, students and staff. Through their gifts, President's Associates play a significant role in preserving and enhancing Cal State Fullerton now and for future generations.

Reading Educators Guild

Graduates who earn a master of science in education with a concentration in reading and other interested individuals are eligible for membership in the Reading Educators Guild, one of the oldest alumni support groups on the CSUF campus. Working in close relationship with the Reading Department, the Guild provides service as a professional development and networking organization for reading educators. REG also provides support for the Reading Department in a variety of ways, including the awarding of scholarships to both Reading Center and graduate students. Throughout the school year, the Guild holds various activities, lectures and conferences, promoting effective reading instruction.

Titan Athletic Club

The Titan Athletic Club is the fund-raising support group for CSUF Intercollegiate Athletics. The purpose of the Titan Athletic Club is to raise money for athletic scholarships and encourage private support from alumni, friends and family. Titan Athletic Club membership includes individuals and businesses that support scholarships, facility upgrades and sport-specific booster organizations among others. Building this support, while at the same time increasing the family atmosphere surrounding Titan Athletics' many programs, creates the total package of a high-quality athletic experience for all involved.

Tucker Wildlife Sanctuary

The members of Tucker Wildlife Sanctuary support group provide financial support to the operation and mission of Tucker Wildlife Sanctuary, a 12-acre non-profit nature preserve located in Modjeska Canyon owned and operated by California State University, Fullerton, and its College of Natural Sciences and Mathematics. Tucker Wildlife Sanctuary has a dual mission—to support science and environmental education and to act as a sanctuary for the preservation of local native habitat and wildlife. Tucker serves as a unique field research center for Cal State Fullerton students and as a field trip destination for K-12 schools as its programs are built on the California Standards for Science Education. Tucker is open to the public Tuesday-Sunday. Admission is free.

Administration

EXECUTIVE DIVISION

Milton A. Gordon, *President*
- (Vacant), *Executive Assistant to the President*
- Donald S. Castro, *Special Assistant to the President, Emeritus and Director, Title V Grant*
- Norma L. Morris, *Staff Assistant to the President*
- Vennita Jackson, *Financial Manager*

■ UNIVERSITY AUDITOR

Alex Tzoumas, *Director*

■ UNIVERSITY COUNSEL

Patrick Carroll, *University Counsel*

■ BUDGET AND PLANNING

Sherri Newcomb, *Chief of Budget Planning and Strategy*
- (Vacant), *Director of Budget Planning and Strategy*
- (Vacant), *Budget Analyst*
- (Vacant), *Systems Analyst*

■ INFORMATION/TECHNOLOGY SERVICES

Amir Dabirian, *Interim Chief Information/Technology Officer*
- Dick Bednar, *Senior Director, Technology Planning*
- (Vacant), *Project Director, CMS & Internet Technologies*
- Susan Kachner, *Director, Administrative Systems*
- Susan Lasswell, *Director, IT Communications, Titan Card*
- Chris Manriquez, *Director, Desktop Computing*
- Mike Marcinkevicz, *Director, Network Applications*

ACADEMIC AFFAIRS

Ephraim P. Smith, *Vice President for Academic Affairs*
- Davida Hopkins-Parham, *Executive Assistant to the Vice President*

Margaret A. Atwell, *Associate Vice President, Academic Affairs*
- Dolores Hope Vura, *Assistant Vice President for Institutional Research and Analytical Studies*
- Edward Sullivan, *Director of Analytical Studies*
- Lisa Kopecky, *Director, Budget for Academic Affairs*
- Katina Napper, *Director, Faculty Affairs and Records*
- Rhonda Allen, Director, *Faculty Development Center*
- Linda Patton, Director, *Office of Grants and Contracts*
- (Vacant), *Coordinator of Regulatory Compliance and Intermural Programs*
- Vacant, *Contracts and Grants Coordinator*
- Erika Blossom, *Contracts and Grants Coordinator*
- (Vacant), *Contracts and Grants Coordinator*
- Ignacia Royer, *Student Grants Program Coordinator*
- William F. Presch, *Director, Desert Studies Consortium*

■ ADMISSIONS AND RECORDS

Nancy Dority, *Interim Director, Admissions and Records*
- Barbara Hooper, *University Articulation/Project Officer*
- (Vacant), *Registrar*
- Melissa Whatley, *Associate Registrar*

■ ACADEMIC PROGRAMS

Robert (Ray) Young, *Associate Vice President, Academic Programs*
- Kathleen Costello, *Director, Gianneschi Center for Nonprofit Research*

Sylvia Alva, *Associate Vice President, Undergraduate Programs*
- Claire Palmerino, *Director, Academic Advising Services*
- David Drath, *Coordinator, Health Professions Advising*
- Jeannie Kim-Han, *Director (Acting), Center for Internships and Service-Learning*
- Wayne Hobson, *Director, University Honors Program*
- Bridget Driscoll, *Director, Freshman Programs*
- Dawn Valencia, *Director, University Outreach*

■ UNIVERSITY EXTENDED EDUCATION

Harry L. Norman, *Dean, University Extended Education*
- Melody Johnston, *Associate Dean (Acting), University Extended Education*
- Carol Creighton, *Director, Extension Programs*
- Gregory Dyment, *Director, Fullerton Arboretum*
- Linda Godding, *Director, Budget and Finance*
- Tim Green, *Interim Director, Online Distance Education*
- Rod Guimaraes, *Director, Information Technologies/Systems*
- Margaret Luzzi, *Director, Program Research and Development*
- Karen McKinley, *Director, Summer Session and Special Sessions*
- Pat Puleo, *Director, Education Programs*
- Lynne Richmond, *Director, American Language Program*
- Terry Roberts, *Director, Interactive Televised Instruction*
- Lisa Xue, Director, *International Programs/Asia*
- Charlotte Fox, President, *Continuing Learning Experience*
- Antonieta Bartter, *Manager, Student Support Services*
- Irene Freer, *Administrative Assistant to the Dean*

■ LIBRARY

Richard C. Pollard, *University Librarian*
- Elizabeth Housewright, *(Acting) Associate University Librarian*
- Carol Bednar, *Chair, Technical Services*
- (Vacant), *Head, Access Services & Systems*

■ EL TORO CAMPUS

George Giacumakis, *Director, El Toro Campus*
Marilyn Conklin, *Assistant to the Director*
Chuck Moore, *Director, Enrollment Services Center*
Nadine Dillon, *Coordinator, Admissions, Registration Cashiering Service Center*
Marsha Daughetee, *Assistant Dean for Student Affairs*
Michelle Rosenthal, *Coordinator, Student Affairs Office*
Robert Flores, *Assistant Coordinator of Student Programs*
Jill Brower, *Coordinator, Financial Aid*
Karen Hebri, *Coordinator, Facilities*
DeLana Bush-Hamblin, *Analyst, Information Technology*

ADMINISTRATION

Willie J. Hagan, *Vice President for Administration and Finance/ Chief Financial Officer*
Naomi Goodwin, *Assistant Vice President*
Laleh Graylee, *Divisional Finance Director*
Cheryl Perreira, *Director, Business Planning & Improvement*
William C. Barrett, *Associate Vice President for Administration*
Thomas H. Whitfield, *Director, Environmental Health & Instructional Safety*
Joe Ferrer, *Director, Parking and Transportation*
Welson Badal, *Manager, Divisional Information Technology*
John Beisner, *Director, University Risk Management*
Keiko Takahashi, *Director, Business Systems*

■ FINANCE

Brian Jenkins, *Associate Vice President, Finance*
Mark Lopez, *Executive Assistant, Finance Management*
Vacant, *University Controller*
Karen Wall, *Interim Assistant Vice President, Budget Operations*
(Vacant), *Director of Contracts & Procurement*

■ FACILITIES MANAGEMENT

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Kim Apel, *Facility Planner*
Michael C. Smith, *Director, Design & Construction*
Willem H. van der Pol, *Director, Physical Plant*

■ HUMAN RESOURCES

R. John Lynn, *Executive Director, Human Resources*
Rosamaria Gomez-Amaro, *Director, Diversity and Equity Programs*
Robin Innes, *Director, Employee Training & Development*
Denise Johnson, *Director, Human Resource Operations*
Glenda Hart, *Director, Payroll*

■ PUBLIC SAFETY

Judith D. King, *Chief of Police/Director, Public Safety*
Will J. Glen, *Lieutenant*

■ FOUNDATION

William M. Dickerson, *Executive Director, Foundation*
Shou-Yinn (Pearl) Cheng, *Director, Finance and Administration*
Jerry C. Olson, *Director, Titan Shops*
Anthony Lynch, *Director, Campus Dining*
Gary Del Fium, *Manager, Property Planning*

EXECUTIVE VICE PRESIDENT

Judith Anderson, *Executive Vice President*

■ PUBLIC AFFAIRS AND GOVERNMENT RELATIONS

Owen Holmes, *Associate Vice President, Public Affairs and Government Relations*

■ UNIVERSITY COMMUNICATIONS AND MARKETING

Bruce Erickson, *Associate Vice President, University Communications and Marketing*

■ PRESIDENT'S SCHOLARS PROGRAM

James Mettler, *Director, President's Scholars Program*

STUDENT AFFAIRS

Robert L. Palmer, *Vice President for Student Affairs*
Howard Wang, *Associate Vice President for Student Affairs*
Silas H. Abrego, *Associate Vice President for Student Affairs*
Karen J. Wall, *Assistant Vice President, Budget and Human Resources*
Lea Jarnigan, *Assistant to the Vice President for Student Affairs*
Kandy S. Mink, *Dean of Students*
Harvey McKee, *Executive Director, Associated Students, CSUF, Inc.*
Ryan Alcantara, *Director, Honors and Scholars Support Services*
Brian Quinn, *Director, Intercollegiate Athletics*
Allison Rich, *Senior Associate Director, Intercollegiate Athletics*
James Case, *Director, Career Center*
Robert Aylmer, *Director, Counseling and Psychological Services*
Paul K. Miller, *Director, Disabled Student Services*
Deborah McCracken, *Director, Financial Aid*
Jenny Vinopal, *Director, Guardian Scholars Program*
Darlene Stevenson, *Director, Housing and Residence Life*
Robert Ericksen, *Director, International Education and Exchange*
Jeremiah Moore, *Director, Student Academic Services*
(Vacant), *Director, Student Affairs Research Center*
Howard Wang, *Acting Executive Director, Student Health and Counseling Center*
Kurt Borsting, *Director, Titan Student Union*
Fran Zareh-Smith, *Director, University Learning Center*
Barbara McDowell, *Director, Women's Center/Adult Reentry*
David Pagni, *Director, GEAR UP - Anaheim*
Gerald Bryant, *Director, Ronald E. McNair Scholars Program*
Patricia Bejarano-Vera, *Director, Upward Bound*

UNIVERSITY ADVANCEMENT

Pamela Hillman, *Vice President for University Advancement*
(Vacant), *Executive Assistant to Vice President for University Advancement*
Paul Carey, *Associate Vice President, Development*
Nancy Byrne, *Director of Development, College of Communications*
Doug Colby, *Director of Development, College of Natural Sciences and Mathematics*
Lisa Gallaway, *Director of Development*
Marcia Harrison, *Director of Development, College of Business and Economics*

Maryanne Horton, *Director of Development, College of Engineering and Computer Science*
Pam Jones, *Director of Development, Athletics*
Milly Muzzy, *Director of Development, College of the Arts*
Mary Jacobson, *Senior Director, Strategic Planning &Board Relations*
Carrie Stewart, *Associate Vice President, University Advancement*
Carlos Leija, *Executive Director, Alumni Relations*
Stefanie Light, *Director of Stewardship & Events*
(Vacant), *Director of Advancement Communications*
Regina Webster, *Associate Vice President, Central Development*
Patty Boggs, *Senior Director of Development, Major Gifts*
Barbara Barrett, *Director of Development, Corporate & Foundation Relations*
Steve Tanenbaum, *Director of Development, Principal Gifts*
(Vacant), *Director of Development, Annual Campaigns*
(Vacant) *Executive Director of Advancement Services*
Karen Bushman, *Director, University Advancement Services*
Julie Chung, *Gift Administrator/Accounting Manager*

COLLEGE OF THE ARTS

Jerry Samuelson, *Dean*
Joseph Arnold, *Associate Dean*
Dean Harris, *Assistant Dean, Student Affairs*

ART DEPARTMENT

Larry Johnson, *Chair*

MUSIC DEPARTMENT

Vance Wolverton, *Chair*

THEATRE DEPARTMENT

Susan Hallman, *Chair*

COLLEGE OF BUSINESS AND ECONOMICS

Anil K. Puri, *Dean*
Thomas Johnson, *Associate Dean, Academic Programs*
Joni Norby, *Assistant Dean, Administration*
Robert Miyake, *Assistant Dean, Academic Advisement*
Lea Beth Lewis, *Assistant Dean, Student Affairs*

ACCOUNTING DEPARTMENT

Betty Chavis, *Chair*

ECONOMICS DEPARTMENT

Morteza Rahmatian, *Chair*

FINANCE DEPARTMENT

Mark Hoven Stohs, *Chair*

INFORMATION SYSTEMS AND DECISION SCIENCES

Barry Pasternack, *Chair*

MANAGEMENT DEPARTMENT

Ghasem Manoochehri, *Chair*

MARKETING DEPARTMENT

Irene Lange, *Chair*

COLLEGE OF COMMUNICATIONS

Rick D. Pullen, *Dean*
Fred Zandpour, *Associate Dean*
Peggy Garcia Bockman, *Assistant Dean, Student Affairs*

COMMUNICATIONS DEPARTMENT

Wendell Crow, *Chair*

RADIO-TV-FILM DEPARTMENT

Ed Fink, *Chair*

HUMAN COMMUNICATION STUDIES DEPARTMENT

Kurt Kitselman, *Chair*

COLLEGE OF EDUCATION

Ashley Bishop, *Acting Dean*
Carmen Dunlap, *Acting Associate Dean*
Nancee L. Wright, *Assistant Dean, Student Affairs*

EDUCATIONAL LEADERSHIP DEPARTMENT

Louise Adler, *Chair*

ELEMENTARY AND BILINGUAL EDUCATION DEPARTMENT

Karen Ivers, *Chair*

READING DEPARTMENT

JoAnn Carter-Wells, *Chair*

SECONDARY EDUCATION DEPARTMENT

Victoria Costa, *Chair*

SPECIAL EDUCATION DEPARTMENT

Belinda Dunnick Karge, *Chair*

JOINT DOCTORAL PROGRAM IN EDUCATIONAL ADMINISTRATION AND LEADERSHIP

Louise Adler, *Director*

INSTRUCTIONAL DESIGN AND TECHNOLOGY PROGRAM

JoAnn Carter-Wells, *Coordinator*

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

Raman Menon Unnikrishnan, *Dean*
Dorota M. Huizinga, *Acting Associate Dean*
Lisa D. Jones, *Assistant Dean, Student Affairs*

COMPUTER SCIENCE DEPARTMENT

Dimitri Michalopoulos, *Chair*

CIVIL AND ENVIRONMENTAL ENGINEERING DEPARTMENT

Pinaki Chakrabarti, *Head*

ELECTRICAL ENGINEERING DEPARTMENT

Mostafa Shiva, *Head*

MECHANICAL ENGINEERING DEPARTMENT

Vacant, *Head*

COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

Roberta E. Rikli, *Dean*

Ellen Junn, *Associate Dean*

Nancee L. Wright, *Assistant Dean, Student Affairs*

CHILD AND ADOLESCENT STUDIES DEPARTMENT

Patricia Szeszulski, *Chair*

COUNSELING DEPARTMENT

Jeffrey Kottler, *Chair*

HEALTH SCIENCE DEPARTMENT

Shari McMahan, *Chair*

HUMAN SERVICES DEPARTMENT

Mikyong Kim-Goh, *Chair*

KINESIOLOGY DEPARTMENT

Kathy Koser, *Chair*

MILITARY SCIENCE PROGRAM

Lt. Col. William Howard, *Coordinator*

NURSING DEPARTMENT

Paula Herberg, *Chair*

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Thomas Klammer, *Dean*

(Vacant), *Associate Dean*

Angela Della Volpe, *Associate Dean*

Michael Paul Wong, *Assistant Dean, Student Affairs*

AFRO-ETHNIC STUDIES DEPARTMENT

Wacira Gethaiga, *Chair*

AMERICAN STUDIES DEPARTMENT

Jesse Battan, *Chair*

ANTHROPOLOGY DEPARTMENT

Susan Parman, *Chair*

ASIAN STUDIES PROGRAM

William W. Haddad, *Coordinator*

ASIAN AMERICAN STUDIES PROGRAM

Craig Ihara, *Coordinator*

CHICANA AND CHICANO STUDIES DEPARTMENT

Isaac Cardenas, *Chair*

COMPARATIVE RELIGION DEPARTMENT

James Santucci, *Chair*

ENGLISH, COMPARATIVE LITERATURE AND LINGUISTICS DEPARTMENT

Joseph Sawicki, *Chair*

ENVIRONMENTAL STUDIES PROGRAM

Robert Voeks, *Coordinator*

EUROPEAN STUDIES PROGRAM

Cora Granata, *Coordinator*

GEOGRAPHY DEPARTMENT

John Carroll, *Chair*

GERONTOLOGY PROGRAM

Joseph Weber, *Coordinator*

HISTORY DEPARTMENT

William W. Haddad, *Chair*

LATIN AMERICAN STUDIES PROGRAM

Sandra Perez-Linggi, *Coordinator*

LIBERAL STUDIES DEPARTMENT

Jim Hofmann, *Chair*

MODERN LANGUAGES AND LITERATURES DEPARTMENT

Jan Eyring, *Chair*

PHILOSOPHY DEPARTMENT

Albert Flores, *Chair*

■ **POLITICS, ADMINISTRATION AND JUSTICE DIVISION**

Phillip Gianos, *Chair*

PSYCHOLOGY DEPARTMENT

Daniel Kee, *Chair*

SOCIOLOGY DEPARTMENT

Dennis Berg, *Chair*

WOMEN'S STUDIES PROGRAM

Renae Bredin, *Coordinator*

COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

Kolf O. Jayaweera, *Dean*

David Fromson, *Associate Dean*

Rochelle Woods, *Assistant Dean, Student Affairs*

BIOLOGICAL SCIENCE DEPARTMENT

Robert Koch, *Chair*

CHEMISTRY AND BIOCHEMISTRY DEPARTMENT

Maria Linder, *Chair*

GEOLOGICAL SCIENCES DEPARTMENT

Diane Clemens-Knott, *Chair*

MATHEMATICS DEPARTMENT

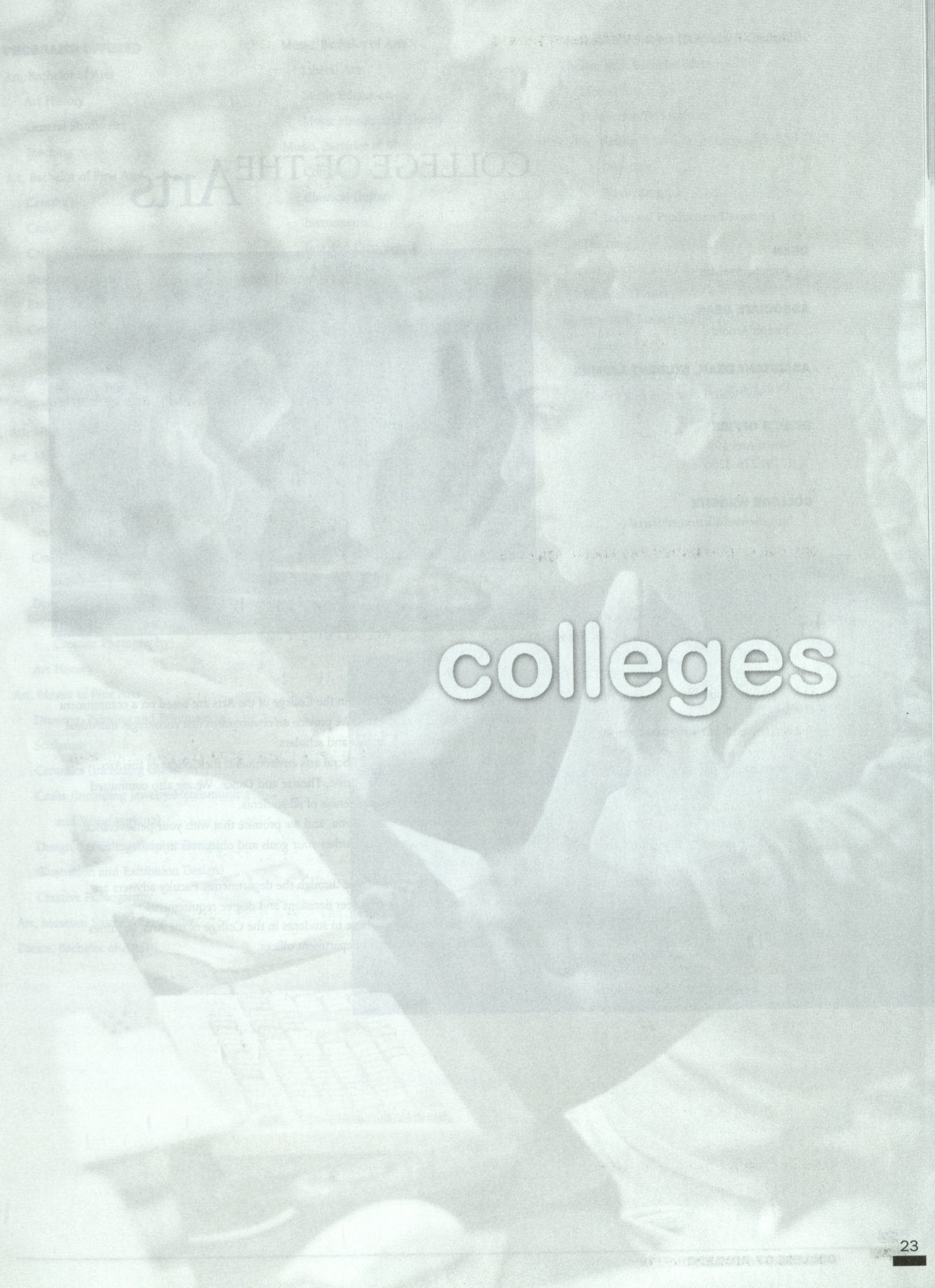
Paul DeLand, *Chair*

PHYSICS DEPARTMENT

Roger Nanes, *Chair*

SCIENCE EDUCATION PROGRAM

Richard Lodyga, *Director*



colleges

COLLEGE OF THE Arts

DEAN
Jerry Samuelson

ASSOCIATE DEAN
Joseph Arnold

ASSISTANT DEAN, STUDENT AFFAIRS
Dean Harris

DEAN'S OFFICE
Visual Arts 199
(714) 278-3256

COLLEGE WEBSITE
http://www/fullerton.edu/arts/



"More than anything else, the excellence of our programs can be seen in our people – the faculty, staff, students and graduates. Their presence is perhaps the strongest recommendation to be made for pursuing the arts at Cal State Fullerton."

Dean Jerry Samuelson
COLLEGE OF THE ARTS

The learning opportunities within the College of the Arts are based on a commitment to artistic and academic excellence. We provide an environment that encourages individual achievement for performers, artists and scholars.

Within the broader university liberal arts environment, the College of the Arts offers intensive programs in Art, Music, Theatre and Dance. We are also committed to the enhancement of artistic awareness of all students.

We extend a warm welcome to you, and we promise that with your perseverance, we will do everything possible to further your goals and objectives in whatever field of the arts you choose.

Academic advisement is available through the departments. Faculty advisers are available to assist students with career decisions and degree requirements.

Several scholarships are available to students in the College of the Arts. Inquiries should be made to the respective department offices.

PROGRAMS OFFERED

Art, Bachelor of Arts
- Art History
- General Studio Art
- Teaching

Art, Bachelor of Fine Arts
- Ceramics
- Crafts
- Creative Photography
- Drawing and Painting
- Entertainment Art/Animation
- Graphic Design
- Illustration
- Printmaking
- Sculpture

Art, Minor

Art, Master of Arts
- Design
- Drawing and Painting (Printmaking)
- Sculpture
- Crafts (including Ceramics, Glass, Wood, Jewelry/Metalsmithing)
- Design (including Graphic Design, Illustration, Exhibition Design, Creative Photography)
- Art History

Art, Master of Fine Arts
- Drawing, Painting and Printmaking
- Sculpture
- Ceramics (including Glass)
- Crafts (including Jewelry/Metalsmithing and Woodworking)
- Design (including Graphic Design, Illustration and Exhibition Design)
- Creative Photography

Art, Museum Studies, Certificate

Dance, Bachelor of Arts

Music, Bachelor of Arts
- Liberal Arts
- Music Education
- Music History and Theory

Music, Bachelor of Music
- Composition
- Classical Guitar
- Instrumental
- Jazz and Commercial Music
- Keyboard
- Voice
- Accompanying

Music, Minor

Music, Master of Arts
- Music History and Literature
- Music Education

Music, Master of Music
- Performance
- Theory-Composition

Music, Single Subject (Secondary) Credential

Theatre Arts, Bachelor of Arts
- Liberal Arts
- Production/Performance
  - Acting
  - Directing
  - Playwriting
  - Technical Production/Design
- Teaching

Theatre, Bachelor of Fine Arts
- Musical Theatre

Theatre Arts, Master of Fine Arts
- Acting
- Directing
- Design and Technical Production



COLLEGE OF
Business and Economics

DEAN
Anil Puri

ASSOCIATE DEAN, ACADEMIC PROGRAMS
Thomas W. Johnson

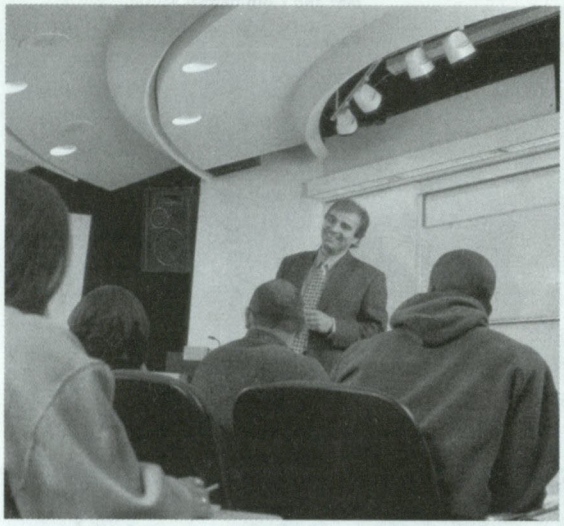
ASSISTANT DEANS
Robert Miyake, Academic Advisement
Lea Beth Lewis, Student Affairs
Joni Norby, Administration (Acting)

DEAN'S OFFICE
Langsdorf Hall 700
(714) 278-2592

COLLEGE WEBSITE
www.business.fullerton.edu

"Welcome to the nationally accredited College of Business and Economics home of the second largest undergraduate business program in the United States. The college leads the region in meeting the needs of its diverse student body and provides the latest skills for business success in today's global economy."

Dean Anil K. Puri
COLLEGE OF BUSINESS
AND ECONOMICS



Programs of study in the College of Business and Economics equip men and women with the intellectual and professional tools needed to assume responsible positions in business, industry, education, government and social service. The College offers a broad exposure to business and economics. Behavioral and quantitative sciences are studied in both theoretical and applied contexts. Mathematics is used as a key tool in the analysis of complex problems and in the interpretation of data. Emphasis is placed on effective oral and written communication. Students are made aware of the need for imaginative, innovative solutions to business problems that encompass human needs and ethical objectives.

The College provides the opportunity to develop technical expertise in a chosen discipline at a beginning professional level acceptable to prospective employers. Nine concentrations are offered within the business administration major, as well as an economics major, an international business major and a business education credential program.

The College of Business and Economics offers the only undergraduate and graduate programs in Orange County accredited by the AACSB International for both Business Administration and Accounting. Accreditation assures a rigorous course of study. It also indicates a well-qualified faculty, high standards for students, access to computing and an extensive library system.

PROGRAMS OFFERED

- Accountancy, Master of Science
- Business Administration, Bachelor of Arts
  - Accounting
  - Business Economics
  - Entertainment and Tourism Management
  - Entrepreneurship
  - Finance
  - Information Systems
  - Management
  - Management Science
  - Marketing
- Business Administration, Minor
- Business Administration, (M.B.A)
  - Accounting
  - Business Economics
  - E-Commerce
  - Entrepreneurship
  - Finance
  - Information Systems
  - International Business
  - Management
  - Management Science
  - Marketing
- Economics, Bachelor of Arts
- Economics, Minor
- Economics, Master of Arts
- Information Systems, Minor
- Information Systems, Master of Science
  - Decision Sciences
  - E-Commerce
- Information Technology, Master of Science
- International Business, Bachelor of Arts
  - Chinese
  - French
  - German
  - Japanese
  - Portuguese
  - Spanish
- Taxation, Master of Science

MISSION AND GOALS STATEMENT

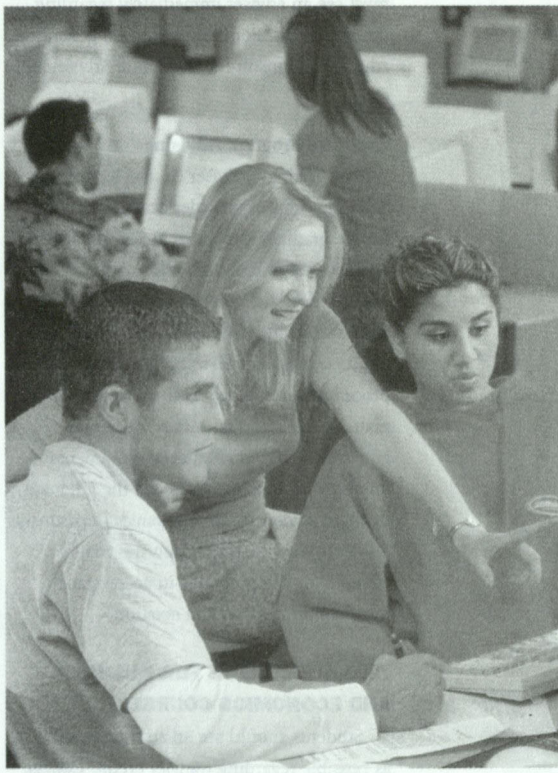
The College of Business and Economics (CBE) is committed to delivering high-quality, accessible, and affordable undergraduate and graduate programs to a diverse student population. The College also serves the business needs of the community by providing research, consulting, continuing education, and training programs.

In pursuit of its mission, the CBE:

1. Offers undergraduate programs that prepare students for careers in business and graduate programs that foster professional career advancement by developing:
   - Interpersonal, team work, leadership and communication skills
   - Critical thinking, analytical and problem solving skills
   - Functional knowledge and technical skills
   - Intellectual curiosity that promotes lifelong learning
   - A global perspective and appreciating for diversity
2. Seeks to attract, develop, and retain a high quality, diverse student body by providing:
   - Outreach and recruiting programs
   - Career planning, internship, and placement assistance
   - Student support services and extra curricular activities
   - Accessibility through off-site and distance learning programs
3. Seeks to attract, develop, and retain highly qualified, diverse faculty by encouraging and rewarding:
   - Teaching excellence and innovative instructional development
   - Active participating in applied and basic research
   - Involvement in professional activities and university service
4. Supports high quality teaching, learning, and research by maintaining:
   - An up-to-date technology infrastructure
   - An attractive and well-equipped instructional environment
   - A program of fundraising from individuals and corporate sponsors
5. Promotes alumni and business involvement through:
   - Outreach events
   - Centers and institutes
   - Interaction with CBE alumni and business practitioners

PREPARATION FOR UNDERGRADUATE DEGREE PROGRAMS

Algebra and geometry are necessary for many required business courses. The equivalent of three years of high school mathematics, including a second course in algebra, is the prerequisite for the required Math 135 Business Calculus. Students without the necessary background should enroll in Math 115 College Algebra.



Business students are encouraged to take courses in sociology, psychology, anthropology, speech communication, political science, history, philosophy, geography and foreign languages. Many courses in these fields may be used to meet general education requirements. For the international business degree, intermediate level competency in a foreign language, equivalent to Foreign Language 204 courses, is prerequisite to the required concentration courses. It is strongly recommended that students planning to major in international business complete a minimum of three years of foreign language study while in high school.

BUSINESS ADVISING CENTER

Langsdorf Hall, Room 731

Undergraduate Program Advising

The Business Advising Center serves business administration, economics and international business majors. Information is available on admissions, curriculum and graduation requirements, as well as on registration and grading procedures, residence and similar academic matters. Transfer students must see an adviser immediately regarding transfer credit. For information on general education, consult the Academic Advisement Center.

Graduate Program Advising

The graduate adviser (in the Business Advising Center) provides academic advising for the graduate programs in accountancy, business administration, information systems and taxation. Information is available on admissions, curriculum and graduation requirements, as well as on registration procedures, residence and similar academic matters. For information on admission, curriculum and graduation requirements for the M.A. in Economics, see the graduate program adviser in the Economics Department. Students should also consult the faculty advisers for the programs in accountancy, information systems and taxation.

TRANSFER CREDIT FOR BUSINESS AND ECONOMICS COURSES

Students should see an adviser as soon as possible regarding transfer credit. College level courses successfully completed at another college or university may be applied toward the requirements of the CBE subject to the approval of the appropriate department chair. Lower division courses that are equivalent in content and level and are completed at an appropriately accredited institution with a grade of "C" (2.0) or better may be considered. Upper division transfer courses will be considered if the course is (a) equivalent in content and level, (b) completed with a grade of "C" (2.0) or better, and (c) taught in an AACSB International accredited program. Exceptions require thorough documentation evidencing the above standards. Lists of approved equivalent courses from local community colleges are available in the Business Advising Center. All other courses are subject to approval by the department chair concerned. In these cases, the student must supply catalog descriptions, course outlines and textbook titles. Courses taken in the extension division of another university, or by correspondence, are generally not acceptable.

INTERNSHIPS AND COOPERATIVE EDUCATION

Students may earn academic credit, first-hand work experience and financial remuneration as well. Opportunities exist in accounting and auditing; cost-benefit analysis and econometrics; finance and real estate; insurance and banking; management and industrial relations; marketing, sales and advertising; and business data systems. For more information, consult the internship adviser in your department or in the Center for Internships and Cooperative Education.

HONORS PROGRAM

The Business Administration Honors Program offers to highly motivated students the opportunity to take enriched coursework in the foundation areas of the business major. Courses in the honors program are smaller in class size, provide challenging learning experiences, individual attention from selected professors, and closer interaction with other similarly motivated students.

Students in honor sections are encouraged to develop and discuss ideas in an active, imaginative and original way. Professors contribute by making creative use of curricular materials and student assignments. Students interact personally and intensively with their faculty and classmates. In addition, students are given the opportunity to be partnered with a corporate executive mentor and be given special assistance in securing an internship during the senior year. Business Administration students with 45 or more units who have a cumulative grade point average of at least 3.5 are eligible to enter the Honors program. Students must maintain a 3.4 or higher grade point average in order to remain in the program. Students in good standing in the Business Administration Honors program shall receive registration priority into designated honors sections.

Recognition for Honor Students

Students who successfully complete the requirements of Business Administration Honors program shall have an appropriate notation placed on their permanent record and shall be awarded a Certificate of Honors upon graduation.

For additional information, please contact the Business Advising Center, Langsdorf Hall 731, (714) 278-2211.

STUDENT ORGANIZATIONS

Chapters of the following national honor societies have been established on campus with membership open to qualified students: Beta Alpha Psi (accounting), Beta Gamma Sigma (business), Phi Kappa Phi (all campus) In addition there are the following clubs which students are encouraged to join: Accounting Society, American Marketing Association, Association of Information Technology Professionals (AITP), Business Inter-Club (BICC), Delta Sigma Pi (business fraternity), Economics Association, Finance Association, Future Business Leaders of America – Phi Beta Lambda, Latino Business Student Association, MBA Association, Real Estate Association, the Advancement of Management (SAM), Young Entrepreneurs Society

CBE GENERAL SCHOLARSHIPS

Stephen J. Barres Leadership Award

National Electronics Distributors Association, Southern California Chapter Scholarship

Executive Council Outstanding Student Award

Theodore H. Smith Outstanding Graduate Student Award

Frank P. Stanek Continuing Junior Scholarship

Francisco J. Valle Scholarship

Samuel Mendoza Memorial Scholarship

Yokohama Tire Corporation Scholarship

See also awards listed under each department. For additional information on awards and scholarships available to business students, contact the Office of the Dean, Langsdorf Hall 700.

COMPUTER FACILITIES

The CSUF Information Technology in the Library and the CBE Satellite Computer Laboratories in McCarthy Hall are available for student use. Computer facilities are generally available evenings and weekends during the school year.

INFORMATION ON DEGREE REQUIREMENTS

Information on degrees is located in the following department and program listings:

Accounting:

- Accountancy, M.S.
- Taxation, M.S.

Business Administration:

- Business Administration, B.A.
- Business Administration, Minor
- Business Administration, M.B.A.

Economics:

- Economics, B.A.
- Economics, Minor
- Economics, M.A.

International Business:

- International Business, B.A.

Information Systems and Decision Sciences:

- Information Systems, M.S.
- Information Technology, M.S.

COLLEGE OF Communications

DEAN
Rick D. Pullen

ASSOCIATE DEAN
Fred Zandpour

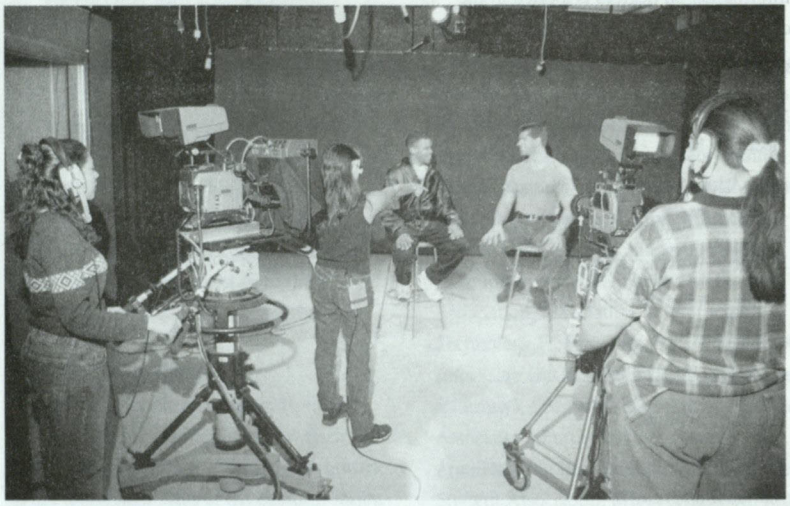
ASSISTANT DEAN, STUDENT AFFAIRS
Peggy Garcia Bockman

DEAN'S OFFICE
College Park Building, Suite 450
(714) 278-3355

COLLEGE WEBSITE
http://communications.fullerton.edu

"The College of Communications provides an excellent learning environment with nationally recognized faculty and modern laboratory facilities. Students are welcomed into a supportive environment that consists of computerized writing, editing photo and graphics labs; a cutting edge media facility providing digital content production, broadcast and streaming services; a speech and hearing clinic; a presentation lab, and a newspaper and magazine production complex."

Dean Rick D. Pullen
COLLEGE OF COMMUNICATIONS



The College of Communications is committed to advancing a democratic society by preparing students to function in a wide variety of communication professions. With a strong tradition in the liberal arts and social sciences, the academic programs of the College share a common theoretical base which identifies the elements of human communication and the principles governing their use in all communicative processes essential to contemporary society, namely, the spoken and written word and visual images. Specialized programs in advertising, communication theory and process, intercultural, interpersonal, organizational communication, communication studies, communicative disorders, journalism, photocommunications, public relations, entertainment and tourism, and radio-television-film make up the basic curricula of the College. These programs of study lead to traditional academic degrees for undergraduates and graduates, to state credentials and licenses, to professional certification, and to entry into graduate and professional degree programs.

Academic programs in the College of Communications prepare students to function as professionals in the fields of business, education, government, entertainment, and in media and health related careers. Ancillary educational experiences are available through the campus daily newspaper, audio and video production recording studios, television facility, forensics program, speech and hearing clinic, the Center for Children who Stutter, Tusk magazine and internships in professional settings.

The College is dedicated to the principles of academic excellence and sees its fundamental mission as preparing citizens to function as effective communicators who practice their disciplines in accordance with the highest ethical codes of professional and personal conduct.

PROGRAMS OFFERED

- Advertising, Minor
- Communications, Bachelor of Arts
  - Advertising
  - Entertainment Studies
  - Journalism
  - Photocommunications
  - Public Relations
- Communications, Master of Arts
- Communicative Disorders, Bachelor of Arts
- Communicative Disorders, Master of Arts
- Journalism, Minor
- Public Relations, Minor
- Speech Communication, Bachelor of Arts
- Speech Communication, Minor
- Speech Communication, Master of Arts
- Radio-TV-Film, Bachelors of Arts
- Radio-TV-Film, Minor

STUDENT ORGANIZATIONS

The College of Communications supports a large number of student organizations and activities that provide a wide variety of pre-professional opportunities for academic advancement. They include: the Advertising Club; Comm Grads: Communications Week; Daily Titan; Debate (forensics); Entertainment and Tourism; International Association of Business Communicators; National Press Photographers Association; National Student Speech-Language-Hearing Association; Public Relations Student Society of America; Society of Professional Journalists; Titan Internet Radio; Tusk Club; and TV-Film Society.

ACCREDITATION

The Department of Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications. The Communicative Disorders program in the Department of Human Communication Studies is accredited by the American Speech-Language-Hearing Association.

INTERNSHIPS

A wide variety of student internships are available throughout Southern California. In the Department of Communications, students are required to complete an internship, unless specifically waived from doing so, normally as the culminating undergraduate experience. The Speech Communication's internship is normally taken sometime in the junior or senior year.

SCHOLARSHIPS AND AWARDS

Some $30,000 in scholarships and awards is presented annually to students in the College of Communications. Among the sponsors of scholarships are the Advertising Club of Orange County, the Business/Professional Advertising Association of Orange County, the Hearst Foundation, the Orange County chapter of the Public Relations Society of America, and the *Los Angeles Times*. Awards annually are presented to students who excel in academic and pre-professional activities in the three departments.

FACILITIES

The College of Communications is equipped with modern laboratory facilities including a state-of-the-art speech and hearing clinic; photography studio; teaching labs for writing and graphics with more than 200 upgraded and networked workstations; television and sound studios and control rooms; video and audio production, postproduction, storage and streaming facilities; film editing laboratory; a daily newspaper newsroom and production area; Internet radio; dedicated multi-media network and quality video-on-demand and multicasting facilities.



COLLEGE OF Education

ACTING DEAN
Ashley Bishop

ASSOCIATE DEAN
Carmen Zuniga Dunlap

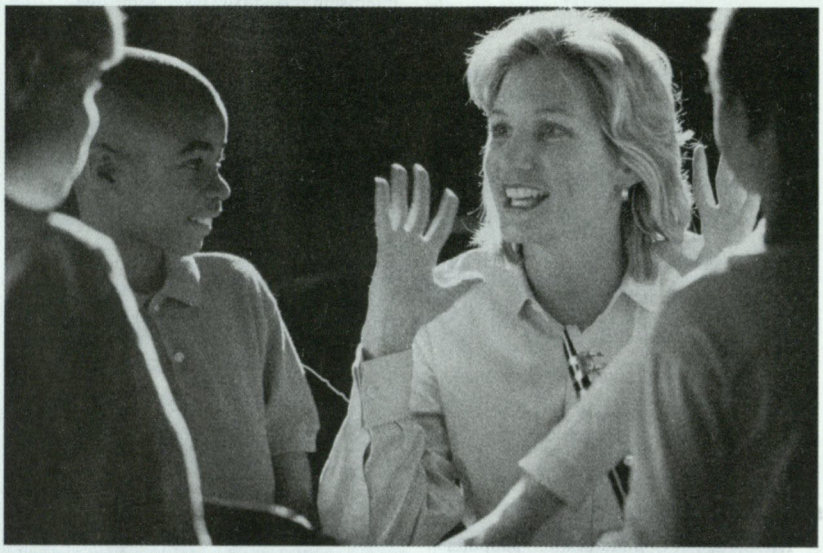
ASSISTANT DEAN
Nancee Wright

DEAN'S OFFICE
Education Classroom Building 190
(714) 278- 3411

COLLEGE WEBSITE
http://ed.fullerton.edu

The mission of the College of Education is to prepare high quality educators and leaders who engage in research-based instruction and reflective practice, meet ethical and professional standards, participate in innovative collaborative endeavors, are committed to lifelong learning, are dedicated to making the world a better place through education, and whose actions reflect valuing diversity. The College has an exceptional and diverse faculty and staff committed to excellence in teaching, scholarship, and service. Through rigorous inquiry, they look to expand the realm of knowledge about teaching, learning, and educational leadership.

Acting Dean Ashley Bishop
COLLEGE OF EDUCATION



The College provides educators, leaders, and professionals in various learning environments with the ability to apply critical and informed thinking to professional practice and problem-solving and to use these skills and attributes to become change agents in their schools, communities, and other work places. The College prepares undergraduate students to become active and critical thinkers in order to meet academic requirements related to university learning.

The College of Education is organized into the following departments: Educational Leadership, Elementary and Bilingual Education, Reading, Secondary Education, and Special Education. In addition there is an Instructional Design and Technology program for graduate students and, offered jointly with the University of California, Irvine, a Doctor of Education program.

PROGRAMS OFFERED

California Reading Certificate

Certificate, Instructional Design and Technology

Certificate, Postsecondary Reading and Learning

Doctor of Education in Instructional Leadership (offered jointly with the University of California, Irvine)

Education, Master of Science

- Bilingual/Bicultural Education (Spanish-English)
- Educational Administration
- Elementary Curriculum and Instruction
- Reading
- Secondary Education
- Special Education
- Teaching English to Speakers of Other Languages (For further information refer to the Department of Modern Languages and Literatures section of this catalog.)

Master of Science in Instructional Design and Technology

Teaching Credential (See Teaching Credential Programs section of this catalog)

ACCREDITATION

The College of Education offers high quality programs that meet state and national accreditation standards. The accreditation bodies for the college include:

- California Commission on Teacher Credentialing
- National Council for Accreditation of Teacher Education

STUDENT ORGANIZATIONS

The College of Education supports a variety of student organizations. These include: The Council of Educational Leadership Students; the Reading Educators Guild; Student California Teachers Association; and the Student Council for Exceptional Children.

SCHOLARSHIPS AND AWARDS

The College of Education offers the following Scholarships:

Alumni Association Scholarship for the College of Education *Amount:* $1,000

Emma Bauman Holmes Education Scholarship Endowment *Amount:* Two $1,000 awards

Marilyn C. Brewer Scholarship *Amount:* $1,500

Lewis and Deborah Hancock Scholarship in Reading Education *Amount:* $100 (dependent upon funding)

Miriam K. Herman Scholarship *Amount:* Two $500 awards (subject to funding)

Dorothy C. Klausner Scholarship *Amount:* $100 (dependent upon funding)

The Ernest G. Lake Endowed Scholarship *Amount:* $200 (subject to funding)

Rainbow Scholarship – Educational Leadership Program *Amount:* $1,185 (may vary with funding)

Rainbow Scholarship – Multiple Subject Credential *Amount:* $1,185 (may vary with funding)

Mildred Ransdorf Donoghue Education Scholarship for the Master's in Elementary Curriculum & Instruction *Amount:* $500 (subject to funding)

Mildred Ransdorf Donoghue Education Scholarship for the Elementary Credential *Amount:* $500 (subject to funding)

Scholarships for Future Educators *Amount:* Two $200 awards

Fannie Shaftel Scholarship Amount: $500 (subject to funding)

The Bernhard J. and Vivian W. Strand Scholarship *Amount:* Three $500 awards

The California Retired Teachers Association Scholarship honoring Founder, Laura E. Settle *Amount:* $2000

Full details regarding scholarship requirements and application deadlines can be found at the College of Education Office (EC 190).

CREDENTIAL ADVISEMENT

Students seeking a Multiple Subject, Single Subject or Special Education credential should attend an overview before submitting an application. Information on overview schedules is available in EC 190.

Graduate Advisement

Graduate students should consult the graduate adviser in their major department before registering the first semester. No more than nine units may be completed before an approved study plan is filed.



COLLEGE OF Engineering and Computer Science

DEAN
Raman Unnikrishnan

ASSOCIATE DEAN
Dorota Huizinga (Acting)

ASSISTANT DEAN, STUDENT AFFAIRS
Lisa Jones

DEAN'S OFFICE
Computer Science 502
(714) 278-3362

COLLEGE WEBSITE
http://www.fullerton.edu/ecs



The curricula of the College of Engineering and Computer Science are designed to prepare students for careers in engineering and computer science, and for further study and specialization in graduate work. The faculty of the college is actively involved not only in instruction and scholarship but also in the advisement of students on topics relating to the planning of career and program goals. Cooperative education and internship programs are available.

"Our mission is simple. We want to educate engineers and computer scientists who will graduate with state-of-the art knowledge in their chosen field and are ready to embark on careers in industry and government or proceed to acquire advanced degrees in their own or related fields. More and more of our graduates are also interested in being entrepreneurs, thanks to the success of so many young people on the west coast who have become successful in creating wealth via technology."

Dean Raman Menon Unnikrishnan
COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

PROGRAMS OFFERED

Computer Engineering, Bachelor of Science

Computer Science, Bachelor of Science

Computer Science, Minor

Computer Science, Master of Science

Civil Engineering, Bachelor of Science

Emphasis in Architectural Engineering

Civil Engineering, Master of Science

Concentration in Environmental Engineering

Electrical Engineering, Bachelor of Science

Electrical Engineering, Master of Science

Option in Systems Engineering

Engineering, Bachelor of Science

Engineering, Master of Science

Option in Engineering Science

Mechanical Engineering, Bachelor of Science

Emphasis in Manufacturing Engineering

Mechanical Engineering, Master of Science

Software Engineering, Master of Science

ENGINEERING

Engineering is the application of scientific principles to the solution of practical problems. Engineers are professionals who employ the empirical art and techniques of engineering to the benefit of the society. Throughout the ages, human progress has been able to flourish due to the brilliant minds of engineers. Historical works, such as the Egyptian pyramids, the Roman aqueducts, and the Greek and Persian monuments, are examples of engineering ingenuity. In the contemporary world, the technological breakthroughs, such as computers, lasers, and robots, have become reality due to the creativity and imagination of engineers.

People-made wonders, such as the Hoover Dam, the Golden Gate Bridge, the Empire State Building, and the Gateway Arch on the Mississippi River, are examples of engineering ingenuity. Great inventors like Leonardo da Vinci, Galileo, James Watt, and Thomas Edison had exceptional engineering minds.

Engineers need a firm knowledge of the sciences and mathematics and must be able to analyze complex situations involving people, money, machines and information in order to create workable and economical designs. Engineers often work with others in a team to develop systems and products. The increasing technological complexity of modern society offers both opportunities as well as challenges to the engineering graduates of the future.

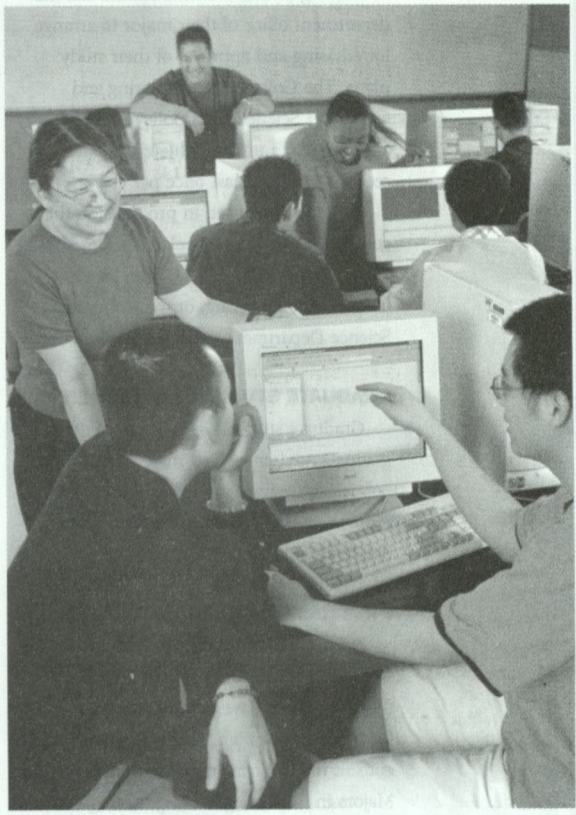
Engineers are employed in practically every field of human endeavor. This includes manufacturing, construction, education, government, health care, and business. As society becomes increasingly more technological, an engineering education provides a background for careers which will extend well into the 21st century. There is a real need for more engineering professionals, and so there are tremendous opportunities for everyone, including women and underrepresented minorities, in this field.

The College of Engineering and Computer Science has developed a reputation for excellence in its undergraduate and graduate engineering and computer science programs. The college is committed to providing the student with a solid preparation in the fundamental principles of engineering as an applied science, as well as the practical experience to use these principles in the solution of engineering problems. The bachelor's degrees in civil, electrical, or mechanical engineering are accredited by the Accreditation Board for Engineering and Technology (ABET). The new Computer Engineering degree program also has been designed to meet all ABET criteria for accreditation. Each engineering degree program incorporates the following three curricular areas: Mathematics and basic science courses such as physics and chemistry; Engineering topics courses such as thermodynamics, materials science, and electrical circuits, which provide a bridge between basic math/science and engineering practice and engineering design courses in which a system, component, process or structure is devised to meet a specific need; General education courses in the arts, humanities, and social sciences. Each undergraduate program prepares students for entry into the engineering profession or for further study and specialization in graduate study.

COMPUTER SCIENCE

Computer Science deals with all phases of information including its representation, storage, structure, display and the processes by which it is transformed and used.

Computer science professionals create new systems such as an inventory control system for a large manufacturer, or a navigational system for a new space vehicle, or a decision support system for the management of a bank. These people use their



technical skills to convert specific needs into specialized programs, procedures, and systems that will actually do the job.

Students who pursue the Bachelor of Science in Computer Science degree at Cal State Fullerton are prepared for careers in a variety of fields in business, government and industry. The curriculum, which is accredited by the Accreditation Board for Engineering and Technology, emphasizes fundamental concepts exemplified by various types of programming languages, computer architectures, operating systems and data structures.

The computer science program focuses on several curricular objectives that are designed to provide the student with the foundations of the discipline and the opportunity for specialization. The department faculty are

highly versed in the discipline through education and work experience.

The Computer Science Building houses five large computer science laboratories with an extensive range of computers and related equipment for student use. The building provides ample space for a full range of state-of-the-art systems and equipment.

UNDERGRADUATE STUDENT ADVISEMENT

Undergraduate students should call the department office of their major to arrange for advising and approval of their study plans. The College of Engineering and Computer Science has a policy of mandatory advising. Each undergraduate student must see an advisor at least once per year.

Students interested in programs in the college, but without a declared major should contact either the Dean's Office, for an interest in engineering, or the Computer Science Department Office for advisement.

GRADUATE STUDENT ADVISEMENT

Graduate students should consult the graduate adviser in their major department before registering for the first semester. No more than nine units may be completed before an approved study plan is filed.

PROGRAM IN GENERAL EDUCATION

Because of high unit requirements for the Bachelor of Science degrees in Engineering, these programs have modified requirements for general education. Students should consult the department for requirements. Majors in the College of Engineering and Computer Science should take mathematics and other courses in related fields early. General education courses normally should be scheduled throughout the student's program of study.

MESA ENGINEERING PROGRAM (MEP)

The MESA Engineering Program (MEP) is an academic support program designed to recruit, retain and graduate students. MESA serves educationally disadvantaged students, to the extent possible by law, and emphasizes participation by students from groups with low eligibility rates for four-year colleges.

MESA

The goal of the Mathematics, Engineering, Science Achievement (MESA) program is to create opportunities for educationally disadvantaged students, especially those from groups with low college acceptance rates, to prepare for and enter colleges and universities in majors such as engineering, computer science and other mathematics-based scientific fields.

STUDENT ORGANIZATIONS

There are 15 active student organizations in the college. These are student branches of American Society of Civil Engineers (ASCE), American Society of Mechanical Engineers (ASME), Association for Computing Machinery (ACM), Institute of Electrical and Electronics Engineers (IEEE), Society of Mexican-American Engineers and Scientists (MAES), National Society of Black Engineers (NSBE), Society of Automotive Engineers (SAE), Computer Science Honor Society, Upsilon Pi Epsilon (UPE), California Chi Chapter of Tau Beta Pi, Society for the Advancement of Materials and Process Engineering (SAMPE), Society of Women Engineers (SWE), Society of Hispanic Professional Engineers (SHPE), Instruments Society of America (ISA), International Society for Pharmaceutical Engineering (ISPE) and Society of Manufacturing Engineers (SME). These 15 societies form the college's Interclub Council.

COLLEGE OF Health and Human Development

DEAN
Roberta E. Rikli

ASSOCIATE DEAN
Ellen Junn

ASSISTANT DEAN, STUDENT AFFAIRS
Nancee Wright

DEAN'S OFFICE
Education Classroom Building 324
(714) 278-3311

COLLEGE WEBSITE
http://hhd.fullerton.edu



"Our college offers programs that focus on areas of broad human concern—the education of children and youth and the health, development, and well-being of people of all ages from infancy to older adult years. We welcome you to the College of Health and Human Development and the opportunity to learn the knowledge and skills needed to make a lasting contribution tothe world in which we live."

Dean Roberta E. Rikli
COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

Through its teaching, scholarship, and service mission, the College of Health and Human Development provides students with an education that contributes to their intellectual, personal, and professional development. Emphasis is placed on both theory and practice, with special attention to the development of critical thinking and humanistic skills needed to function in a widely diverse and ever-changing society. Programs in the college lead to traditional academic degrees at the baccalaureate and graduate levels, as well as to a variety of specific certificates, credentials and licenses.

The College of Health and Human Development is organized into the following departments: Child and Adolescent Studies, Counseling, Health Science, Human Services, Kinesiology, Military Science and Nursing.

PROGRAMS OFFERED

Child and Adolescent Development, Bachelor of Science

Child and Adolescent Development, Minor

Counseling, Master of Science

Health Science, Bachelor of Science

Health Science, Minor

Human Services, Bachelor of Science

Human Services, Minor

Kinesiology, Bachelor of Science

Kinesiology, Minor

Kinesiology, Master of Science

Military Science, Minor

Second Lieutenant Commission, U.S. Army

Nursing, Bachelor of Science

Nursing, Master of Science

Family Nurse Practitioner

Nurse Anesthetist

Nursing Administration

Women's Health Care

Master of Public Health

ACCREDITATIONS

The College of Health and Human Development offers high quality programs that meet state and national accreditation standards. Major accrediting bodies for college programs include:

- American College of Nurse Midwives
- Commission on Accreditation of Allied Health Education Programs
- Commission on Collegiate Nursing Education
- Council for Standards in Human Services Education
- National League for Nursing Accreditation Commission

RESEARCH CENTERS AND INSTITUTES

In addition to its academic degree programs, the college also sponsors the following interdisciplinary centers and institutes. For additional information, see the Research Centers section of the catalogue.

- Center for Community Collaboration
- Center for the Prevention of Childhood Obesity
- Center for the Advancement of Responsible Youth Sports
- Center for Successful Aging
- Sports and Movement Institute

STUDENT ORGANIZATIONS

The College of Health and Human Development is proud of its active student organizations and honor societies. The following department-based organizations combine to form the College of H&HD Inter-Club Council:

- Child and Adolescent Studies Student Association
- Eta Sigma Gamma Honorary Society, Health Science
- Graduate Counseling Student Association
- Human Services Student Association
- Kappa Omega Honorary Society, Counseling
- Kappa Omicron Nu Honor Society, Kinesiology
- Kinesiology and Health Science Student Association
- Nursing Honor Society



COLLEGE OF Humanities and Social Sciences

DEAN
Thomas Klammer

ASSOCIATE DEAN
(Vacant)

ASSOCIATE DEAN, ACADEMIC PROGRAMS
Angela Della Volpe

ASSISTANT DEAN, STUDENT AFFAIRS
Michael Paul Wong

DEAN'S OFFICE
Humanities 211
(714) 278-3528

COLLEGE WEBSITE
http://hss.fullerton.edu

"Students new to the College of Humanities and Social Sciences are often surprised at how friendly and helpful our faculty are. Classes are "student friendly," and students discover many opportunities for involvement with their teachers in research, in service learning, and in producing student-faculty research journals. Our faculty make a really positive difference in students' lives."

Dean Thomas Klammer
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES



The College of Humanities and Social Sciences (H&SS) offers students the breadth of a traditional liberal arts education in the humanities and social sciences while preparing them for a wide range of professions, for graduate school and for advanced professional study in fields such as law, public administration, clinical psychology, and business. In fact, the College is home to 20 different departments and programs, most offering both bachelor's and master's degrees. Our faculty and staff are student-centered and enjoy providing friendly, personal guidance and mentoring to our students. That's why the College of H&SS is the right place for so many Cal State Fullerton students.

Many of our students intend to become teachers, and each of our programs includes a track that prepares students for entry into the elementary school teaching credential program. For those seeking to become high school teachers, we offer programs leading to secondary credentials in English/Language Arts, Foreign Languages, and History/Social Science.

In the College of Humanities and Social Sciences, students know that "the name of your major does not have to be the same as the name of your career." In fact, for most college students, it rarely is. All majors in H&SS provide students with the broad education and core skills (reading, writing, critical thinking, working in teams, public speaking) that will be attractive to employers in whatever career or field a graduate may later choose.

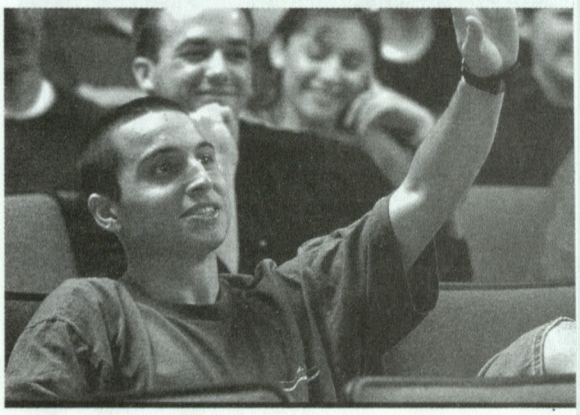
Majors in Humanities and Social Sciences not only prepare students for the profession of their choice, but also help them to excel in coursework throughout their time at the University. If you're a student working on an assignment that involves complex analysis, critical thinking, or persuasive communication, your studies in one of the degree programs in Humanities and Social Sciences will provide you with what you need to succeed in your classes—in any field.

Of course, learning takes place outside of the formal structure of classes, as well. We give a high priority to involving students directly in faculty research and professional internships. And each of our departments includes one or more student clubs and organizations that promote life-long friendships, social activities, and service projects. The H&SS Interclub Council (ICC) provides additional leadership opportunities for students in the College, as well as promoting communication among more that 50 clubs and organizations run by and for Humanities and Social Sciences students.

Listed below are the many majors, minors, and graduate degrees offered within the College of Humanities and Social Sciences. Academic advisement is provided by each of the College's departments and programs, as well as in our Student Access Center located in Humanities 112.

PROGRAMS OFFERED

- Afro-Ethnic Studies (Option in B.A. Ethnic Studies)
- Afro-Ethnic Studies, Minor
- American Studies, Bachelor of Arts
- American Studies, Master of Arts
- American Studies, Minor
- Anthropology, Bachelor of Arts
- Anthropology, Master of Arts
- Anthropology, Minor
- Asian American Studies (Option in B.A. Ethnic Studies)
- Asian American Studies (Minor)
- Asian Studies, Minor
- Chicano Studies (Option in B.A. Ethnic Studies)
- Chicano Studies, Minor
- Christian Studies, Minor
- Comparative Literature, Bachelor of Arts
- Comparative Literature, Master of Arts
- Criminal Justice, Bachelor of Arts
- Criminal Justice, Minor
- English, Bachelor of Arts
- English, Master of Arts
- English, Minor
- Environmental Studies, Master of Science
  - Environmental Sciences
  - Environmental Policy and Planning
  - Environmental Education and Communication
- Ethnic Studies, Bachelor of Arts
- European Studies, Bachelor of Arts
- European Studies, Minor
- French, Bachelor of Arts
- French, Master of Arts
- French, Minor
- Geography, Bachelor of Arts
  - Urban Geography
  - Environmental Analysis
- Geography, Master of Arts
- Geography, Minor
- German, Bachelor of Arts
- German, Master of Arts
- German, Minor
- Gerontology, Master of Science
- Gerontology, Minor
- Gerontology, Certificate
- History, Bachelor of Arts
- History, Master of Arts
- History, Minor
- International Politics, Minor
- Japanese, Bachelor of Arts
- Japanese, Minor
- Jewish Studies, Minor
- Latin American Studies, Bachelor of Arts
- Latin American Studies, Minor
- Liberal Studies, Bachelor of Arts
- Liberal Studies, Minor
- Linguistics, Bachelor of Arts
- Linguistics, Master of Arts
  - Applied Linguistics
  - Anthropological Linguistics
  - Analysis of Special Language Structures
  - Communication and Semantics
  - Disorders of Communication
- Linguistics, Minor
- Philosophy, Bachelor of Arts
  - Social, Moral and Legal Philosophy for the Professions
- Philosophy, Minor
- Political Science, Bachelor of Arts
- Political Science, Master of Arts
- Political Science, Minor
- Portuguese, Minor
- Psychology, Bachelor of Arts
- Psychology, Master of Arts
- Psychology, Master of Science Clinical
- Psychology, Minor
- Public Administration, Bachelor of Arts
- Public Administration (M.P.A.)
  - Criminal Justice
  - Human Resources
  - Public Finance
  - Urban Management
- Public Administration, Minor
- Religious Studies, Bachelor of Arts
- Religious Studies, Minor
- Sociology, Bachelor of Arts
  - Deviance and Socio-Legal Studies
  - Education
  - Family
  - Gerontology
  - Social Work
  - Sociology of Class, Race and Gender
- Sociology, Master of Arts
- Sociology, Minor
- Spanish, Bachelor of Arts
- Spanish, Master of Arts
- Spanish, Minor
- Teachers of English as a Second Language (Certificate)
- Teaching English to Speakers of Other Languages-TESOL (Concentration in M.S. Education)
- Women's Studies, Bachelor of Arts
- Women's Studies, Minor



HUMANITIES COURSES

350 British Life and Culture (3)

Interdisciplinary introduction to British culture and civilization. Takes a social, historical and cultural approach to contemporary British society. Examines traditions and institutions to help understand 20th Century British life. Related field trips. Team-taught. Offered only as part of the CSUF London semester.

351 Life and Culture in Italy and Modern Europe (3)

Prerequisite: completion of General Education Categories III.B.1, 2. An interdisciplinary introduction to Italy and other contemporary European cultures and civilizations. Students will be introduced to social, historical and cultural highlights of contemporary Europe, to principles and methods useful for analyzing cultures and their own interactions with them.

COLLEGE OF Natural Sciences and Mathematics

DEAN
Kolf O. Jayaweera

ASSOCIATE DEAN
David Fromson

ASSISTANT DEAN, STUDENT AFFAIRS
Rochelle Woods

DEAN'S OFFICE
McCarthy Hall 166
(714) 278-2638

COLLEGE WEBSITE
http://nsm.fullerton.edu



"We provide a complete educational experience to all students through student centered, inquiry-based instruction in the classroom and the laboratory. We view research experience for students as an essential and necessary component in the learning of science."

Dean Kolf O. Jayaweera
COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

The curricula of the College of Natural Sciences and Mathematics are designed to prepare students for careers in scientific, mathematical, and other technical fields; for further study and specialization in advanced graduate work; and for entry into professional schools of medicine and other health-related disciplines. The faculty of the college is actively involved not only in instruction and scholarship but also in the advisement of students in the college on topics relating to the planning of career and program goals. Cooperative education internship programs are available in each of the College's Departments.

The College sponsors a variety of professional and educational programs at which students and faculty have an opportunity to meet with their counterparts.

PROGRAMS OFFERED

Biological Science, Bachelor of Science

Biology, Master of Science

Biochemistry, Bachelor of Science

Biotechnology, Minor

Chemistry, Bachelor of Arts

Chemistry, Bachelor of Science

Chemistry, Minor

Chemistry, Master of Science

Geology, Bachelor of Science

Geology, Minor

Geology, Master of Science

Mathematics, Bachelor of Arts

Mathematics, Minor

Mathematics for Teacher Education, Minor

Mathematics, Master of Arts

Natural Sciences, Minor

Physics, Bachelor of Science

Physics, Minor

Physics, Master of Science

Science, M.A.T.S.

Recommended Preparation

For a career in mathematics or science, a sound foundation is essential. High school preparation should include:

- At least three, preferably four, years of mathematics,
- Chemistry and/or physics, preferably both;
- Two or three years of foreign language.

Community college preparation should include at the minimum:

- College writing
- Calculus
- College chemistry
- First course in the major.

Qualifying Examinations

Enrollment in introductory courses is restricted to those who are adequately prepared, as shown by performance on qualifying examinations. In addition, the Entry Level Mathematics (ELM) examination is required of all students unless exempt.

UNDERGRADUATE STUDENT ADVISEMENT

Undergraduate students should call the department office of their major to arrange for advising and approval of their study plan. University policy requires students to see an adviser each of their first two semesters and every year thereafter. Most departments prefer to advise their majors more frequently. Students interested in programs in the College, but without a declared major should call the Office of the Dean for advisement.

ADVISEMENT FOR HEALTH PROFESSIONS

It is important for any student interested in a career in the health professions to seek advisement at the Health Professions Office prior to registering for the first semester.

GRADUATE STUDENT ADVISEMENT

Graduate students should consult the graduate adviser in their major department before registering for the first semester. No more than nine units may be completed before an approved study plan is filed.

SCHOLARSHIPS AND AWARDS

General

Diefenderfer Award: made annually to an outstanding woman or minority student.

College of Natural Sciences and Mathematics' Scholarship for Scholastic Achievement

Jewel Plummer Cobb Scholarship for Scholastic Achievement: awarded to an outstanding, under-represented science major.

Health Professions

Miles McCarthy Health Professions Award annual award to the outstanding graduate from the program for the health professions.

Kenneth Goodhue-McWilliams Award: for outstanding contributions to community service by a health professions student.

Chemistry and Biochemistry

American Chemical Society Award: recognizes a graduating senior Chemistry-Biochemistry major for exemplary academic achievement.

American Institute of Chemists Award: made to a graduating senior who has demonstrated outstanding scholarship and undergraduate research.

The Lyle Wallace Award: for service to the Department of Chemistry and Biochemistry.

The Hypercube Scholar Award recognizes a graduating senior for accomplishments in molecular modeling/computational chemistry.

Other awards made by the Department of Chemistry and Biochemistry are the Freshman Chemistry Award, and the Undergraduate Awards for Achievement in Organic Chemistry and in Analytical Chemistry.



Biology

Rachel Carson Award: a commemoration of the ideals of Rachel Carson.

Friends of the Arboretum, David L. Walkington Scholarship: for an outstanding biology student who has chosen Botany for a career.

Dr. and Mrs. Donald B. Bright Environmental Scholarship: for students interested in careers in Environmental Biology.

Geology

Department of Geological Sciences: for outstanding graduating senior students for service and scholarship.

Margaret Skillman Woyski Scholarship: for a woman Geology major for outstanding academic achievement and teaching.

Mathematics

Department of Mathematics recognizes excellent academic achievement by both undergraduate and graduate students in a number of awards, including the Outstanding Teaching Award, the Outstanding Math Scholar, The Math Club Scholarship and the Lila B. Hromadka Award.

Physics

The Dan Black Scholarship provides support to a junior Physics major based on need and promise, and is renewable for the senior year.

The Department of Physics honors the memory of Edward Lee Cooperman, and a scholarship in his name goes to an outstanding student. The Constance Beech Eiker-Raymond V. Adams Creativity Award is given to a student who developed an outstanding set of instructional laboratory experiments. The Dr. Robert W. Kedzie Award recognizes the most improved Physics major.

FUNDED RESEARCH OPPORTUNITIES

MARC (Minority Access to Research Careers)

This NIH-supported program develops six exceptional scholars and prepares them for success in PhD programs.

MSD (Minority Student Development) Program

This NIH-funded program supports the research of 25 undergraduate and graduate students who work in labs of 14 faculty.

REU (Research Experience for Undergraduates) Program

Provides students interested in research, who might not otherwise have the opportunity because of economic constraints, to carry out the research during the summer months.

MIRT (Minority International Research Training) Program

NIH-sponsored program that provides minority students with the opportunity to carry out research during the summer at laboratories in England.

Bridges-to-the-Doctorate Program

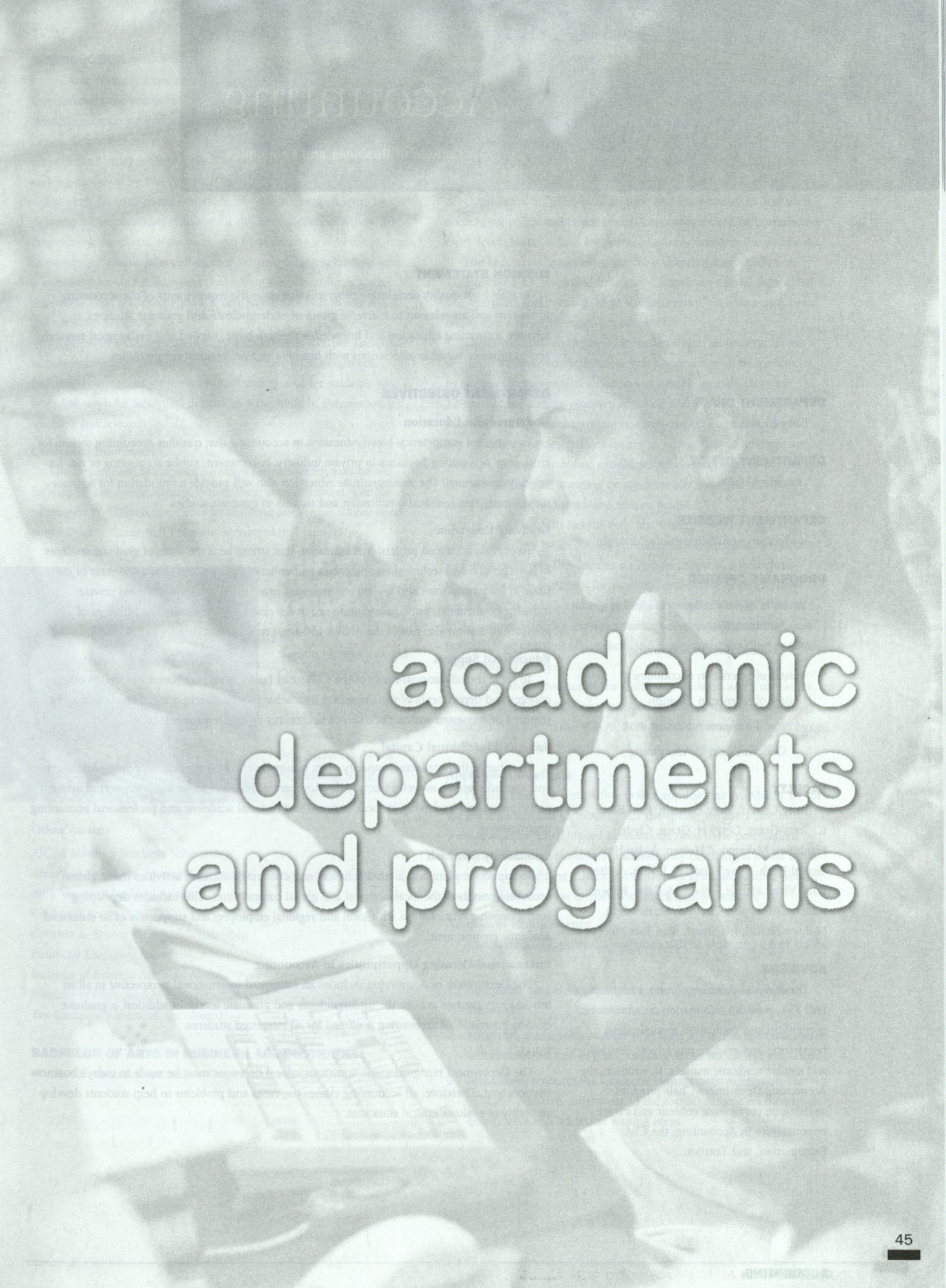
NIH-funded program facilitates admission of our masters-level minority research students to PhD programs at UC Riverside, UC San Diego, USC and UCI.

Individual Faculty Research Projects

RECOMMENDED PROGRAM IN GENERAL EDUCATION

Majors in the College of Natural Sciences and Mathematics should take mathematics and other courses in related fields early in their academic careers. General education courses normally should be scheduled throughout the study sequence.

Because of high unit requirements for the Bachelor of Science in Chemistry, this program has modified requirements for general education. Students should consult the department for particulars.



academic departments and programs



Accounting

College of Business and Economics

DEPARTMENT CHAIR

Betty Chavis

DEPARTMENT OFFICE

Langsdorf Hall 630

DEPARTMENT WEBSITE

www.business.fullerton.edu/accounting/

PROGRAMS OFFERED

Bachelor of Arts in Business Administration

Concentration in Accounting

Master of Science in Accountancy

Master of Science in Taxation

Master of Business Administration

Concentration in Accounting

FACULTY

Betty Chavis, Mary Fleming, Paul Foote, C. Terry Grant, Gerry H. Grant, Clyde Hardman, Mahamood Hassan, A. Jay Hirsch, Gerald Hoth, Vijay Karan, K. J. Kim, Andrew Luzi, Vivek Mande, Robert McCabe, Robert Miller, Christopher Petruzzi, Shirish Seth, Mohsen Sharifi, Iris Stuart, Kim Tarantino

ADVISERS

The Business Advising Center, Langsdorf Hall 731, provides information on admissions, curriculum and graduation requirements; registration and grading procedures; residence and similar academic matters. In addition, the Accounting Department Chair provides advising on curriculum content and career opportunities in Accounting, the CPA Examination, and Taxation.

MISSION STATEMENT

To offer high-quality accounting programs that meet the requirements of the accounting profession and are relevant to a diverse group of undergraduate and graduate students; to advance accounting education and knowledge through basic, applied and pedagogical research; and to promote valuable associations with business and professional communities.

DEPARTMENT OBJECTIVES

Undergraduate Education

To provide a competency-based education in accounting that qualifies accounting majors for entry-level accounting positions in private industry, government, public accounting or not-for-profit organizations. The undergraduate education also will provide a foundation for advancement through professional certification and success in graduate studies.

Graduate Education

To provide advanced professional education that strengthens the skills of graduate students in both general and technical competencies and enhances the student's ability to enter or continue in leadership roles and to develop increased professional responsibilities in private industry, government, public accounting or not-for-profit organizations. The fifth year of graduate education also fulfills the AICPA 150-hour requirement.

Educational Support

To serve the educational needs of the College of Business and Economics as well as other colleges and departments of the University by teaching various accounting subjects as may be required or requested within the resource constraints of the Department.

Enhanced Intellectual Capital

To enhance the intellectual capacity of its faculty by encouraging and supporting fundamental and applied research as well as faculty development activities. This includes support of active participation and leadership in local, regional and national academic and professional accounting organizations.

Community Outreach

To support student and alumni activities and encourage outreach activities that address accounting needs of the local, regional and global communities. This includes developing strong ongoing relationships with local and regional employers and supporters of an enhanced academic environment.

International Learning Opportunities in Accounting

The Department of Accounting includes an integrated international perspective in all its introductory courses at both the undergraduate and graduate levels. In addition, a graduate class in international accounting is offered for all interested students.

Ethics

The Department recognizes that numerous ethical decisions must be made in today's business environment. Therefore, all accounting classes use cases and problems to help students develop an ability to evaluate ethical situations.

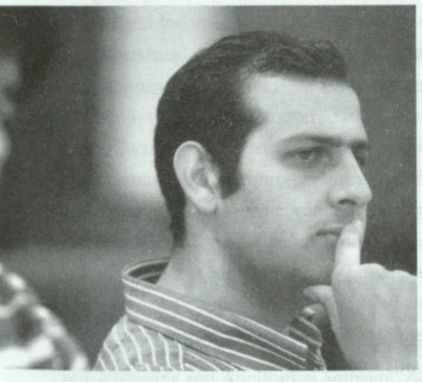
INTRODUCTION

Accounting is often referred to as "the language of business." Very generally, the accounting process is concerned with recording, classifying, reporting and interpreting the economic data of an organization. These data are important to users, who may include managers, investors and other interested groups. Accounting helps in decision making processes by showing how resources have been used and where commitments have been made, by judging performance, by showing the implications of following different courses of action, by determining the effects of taxation, and by providing a level of assurance to investors. Reliable information in a dynamic business environment is necessary for sound decisions concerning the allocation of scarce resources. Thus accounting plays a very significant part in our social and economic systems.

Programs in accounting are designed for students who are interested in careers in public accounting, corporate financial management, industry, government, or service organizations, and for students who intend to work for advanced degrees in accounting in preparation for teaching and research.

Credential Information

The Department of Accounting offers courses which may be included in the Single Subject Waiver Program in Business. Further information on the requirements for teaching credentials is contained in the Teacher Credential Programs section of this catalog.



Awards in Accounting

Accounting Advisory Association Awards:
GPA Award
Communications Award
Community Service Award
Outstanding Student Award
Beta Alpha Psi Award
Accounting Society Award

Other Awards

AICPA Minority Students Scholarship
American Society of Women Accountants, Orange County Chapter
Amy Vanasse Memorial Award
California Society of CPAs
Cynthia A. Brown Memorial Scholarship
Financial Executive Award
Institute of Internal Auditors Award
Institute of Management Accountants Award
Tax Executives Institute, Inc. Award

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

See "Business Administration Degrees, Accounting Concentration."

MASTER OF SCIENCE IN ACCOUNTANCY

The Master of Science in Accountancy program provides the conceptual understanding and technical competence for a career in professional accounting. Employment opportunities include public accounting, corporate financial management, industrial accounting, government reporting and education. The program encompasses both a theoretical foundation and technical skills. Emphasis is placed on the development of a professional attitude and the capacity to deal with accounting policy and ethics issues. Graduates should be prepared for entry-level positions, and for potential advancement in the profession.

The M.S. in Accountancy program is scheduled especially for students who are employed full-time. Courses are offered during the late afternoon and evening. Most students enroll on a part-time basis, taking two courses (6 units) per semester.

The curriculum is designed for students with an undergraduate degree in business administration with a concentration in accounting. In addition to six units of required accounting courses, there are 12 units of accounting electives and nine units in an area other than accounting, and a terminal research-project course. Students not holding an undergraduate degree in accounting or business are welcome to apply; qualified candidates will be admitted to postbaccalaureate-unclassified standing or conditionally classified standing as explained in the Admissions section below.

Cal State Fullerton has the only accounting program in Orange County accredited by the AACSB International at both the undergraduate and graduate level. This assures a rigorous program, a well-qualified faculty, high standards for students, and access to an extensive library system and computing facilities. The qualifications of the M.S. in Accountancy faculty include advanced degrees in accounting, taxation and law; practical experience; and professional standing as CPAs, CMAs, and attorneys.

Most graduate courses in the College of Business and Economics require "classified CBE status" and are open only to students with classified standing in the M.B.A., M.S. in Accountancy, M.S. in Taxation, M.S. in Information Systems, or M.A. in Economics programs.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission Requirements

Admission is competitive. Applicants will be evaluated based on the following:

1. Acceptable bachelor's degree from an appropriately accredited institution.
2. Minimum grade point average of at least 2.5 in the last 60 semester units attempted and in good standing at the last college attended.
3. Satisfactory score on the Graduate Management Admission Test (GMAT). Students must score in the top 50 percent on the verbal, quantitative and analytical writing areas.

4. A bachelor's degree with a major in business administration with a concentration in accounting equivalent to the degree as offered at CSUF with at least an overall cumulative grade point average of 3.0 (B). The degree must include calculus and software applications equivalent to passing Mathematics 135, Business Calculus, and ISDS 265, Introduction to Computing and Application Software, with grades of at least "C" (2.0). Courses in the major are to be no more than seven years old, and courses in the accounting concentration no more than five years old. Courses in the major (including the accounting concentration) must have at least a 3.0 (B) grade point average, and courses with grades lower than "C" (2.0) must be repeated.

Applicants with a bachelor's degree in a field other than Business Administration may be considered but will be required to complete Mathematics 135, Business Calculus, and InfoSys/DecSci 265, Introduction to Computing and Application Software, with grades of at least "C" (2.0) and also the Foundation Courses within the curriculum of the Master of business Administration (30 units, including Accounting 510; Business Admin 590; Economics 515; Finance 517; Management 515, 516, 518; InfoSys/DecSci 513, 514; and Marketing 519). The MBA Foundation Courses must be completed with at least a 3.0 (B) grade point average; all Foundation Courses must be completed with a grade of "C" (2.0) or better.

5. For international students, a score of 570 on the paper exam or 230 on the computer-based TOEFL is required. A student scoring between 550 and 570 may be admitted conditionally depending upon an evaluation of the entire application file. The student may be required to complete a department-approved course(s).

6. Recommendation from the Accountancy Admissions Committee based upon a review of the above requirements, the student's "Statement of Purpose," and prior work experience.

M.S. ACCOUNTANCY CURRICULUM

The curriculum requires 30 semester units of course work beyond the baccalaureate degree. At least 24 of the 30 units required for the degree must be at the graduate level. A 3.0 ("B") GPA is required in study plan courses and overall applicable course work. Any study plan course with a grade lower than "C" (2.0) must be repeated with at least a "C" (2.0) grade.

Required Courses (6 units)

Accounting 502 Seminar in Accounting Theory (3)

Accounting 505 Seminar in Auditing (3)

OR Accounting 521 Seminar in Administrative Accounting (3)

Electives in Accounting (12 units)

Four courses (12 units) to be selected in consultation with and approved by the student's program adviser. At least one course but not more than two must be tax-related (denoted by an asterisk in the list below) for a maximum of six units in tax-related courses.

Accounting 503 Seminar in Contemporary Accounting Problems (3)

Accounting 505 Seminar in Auditing (3)

Accounting 506 Seminar in Professional Accounting Communications (3)

Accounting 507 Seminar in Accounting Information Systems (3)

Accounting 508 Seminar in Tax Planning (3)*

Accounting 518 Seminar in International Accounting (3)

Accounting 521 Seminar in Administrative Accounting (3)

Accounting 572 Seminar in Taxation of Corporations and Shareholders (3)*

Accounting 573 Seminar in Taxation of Property Transactions (3)*

Accounting 574 Seminar in Taxation of International Business Operations (3)*

Accounting 575 Seminar in Estate, Gift, Inheritance Taxes and Estate Planning (3)*

Accounting 576 Seminar in State and Local Taxation (3)*

Accounting 577 Seminar in Taxation of Employee Compensation (3)*

Accounting 578 Seminar in Taxation of Partnerships (3)*

Other Electives (9)

Three courses (9 units) at the 400- or 500-level in business or related areas, to be selected in consultation with, and approved by the student's adviser. Accounting courses may not be used to satisfy this requirement.

Terminal Evaluation

Accounting 597 Project (3)

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*Tax Course

MASTER OF BUSINESS ADMINISTRATION

See "Business Administration Degrees, Accounting Concentration."

MASTER OF SCIENCE IN TAXATION

The Master of Science in Taxation program provides the conceptual understanding and technical competence for a career in taxation. Employment opportunities include the tax departments of CPA and law firms, as well as corporations and government tax agencies. For those already employed in this field, the M.S. in Taxation program should meet the continuing education requirements of professional associations and licensing boards.

The M.S. in Taxation program is scheduled especially for students who are employed full time. Courses are offered during the late afternoon and evening. Most students enroll on a part-time basis, taking two courses (6 units) per semester. The curriculum is designed for students with an undergraduate degree in business administration or accounting. In addition to six required courses in the field of taxation, there are three electives and a terminal, research-project course. Students not holding an undergraduate degree in accounting or business are welcome to apply; qualified candidates will be admitted to post-baccalaureate-unclassified standing or conditionally classified standing as explained in the Admissions section, below.

Cal State Fullerton is the only university in Orange County accredited by the Association to Advance Collegiate Schools of Business at both the undergraduate and graduate level. This assures a rigorous program, a well-qualified faculty, high standards for students, and access to an extensive library system and computing facilities. The qualifications of the M.S. in Taxation faculty include advanced degrees in taxation, accounting, and law; practical tax experience; and professional standing as CPAs and attorneys.

Most graduate courses in the College of Business and Economics require "classified CBE status" and are open only to students with classified standing in the M.B.A., M.S. in Accountancy, M.S. in Taxation, M.S. in Information Systems, or M.A. in Economics programs.

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2. Minimum grade point average of at least 2.5 in the last 60 semester units attempted and in good standing at the last college attended.
3. Satisfactory score on the Graduate Management Admission Test (GMAT). Students must score in the top 50 percent on the verbal, quantitative and analytical writing areas.
4. A bachelor's degree with a major in business administration equivalent to the degree as offered at CSUF with at least an overall cumulative grade point average of 3.0 (B) and Accounting 308, Concepts of Federal Income Tax Accounting (or an equivalent course or work experience). The degree must include calculus and software applications equivalent to passing Mathematics 135, Business Calculus, and InfoSys/DecSci 265, Introduction to Computing and Application Software, with grades of at least "C" (2.0). Courses in the major are to be no more than seven years old. Courses in the major must have at least a 3.0 (B) grade point average, and courses with grades lower than "C" (2.0) must be repeated.

Applicants with a bachelor's degree in a field other than business administration may be considered but will be required to complete Mathematics 135, Business Calculus; InfoSys/DecSci 265, Introduction to Computing and Application Software; Accounting 308, Concepts of Federal Income Tax Accounting, with grades of at least "C" (2.0); and also the following Foundation Courses within the curriculum of the Master of Business Administration (12 units including Accounting 510; Economics 515; Finance 517; and Management 515). The MBA Foundation Courses must be completed with at least a 3.0 (B) grade point average; all Foundation Courses must be completed with a grade of "C" (2.0) or better.

5. For international students, a score of 570 on the paper exam or 230 on the computer-based TOEFL is required. A student scoring between 550 and 570 may be admitted conditionally depending upon an evaluation of the entire application file. The student may be required to complete a department-approved course(s).
6. Recommendation from the MS Taxation Admission Committee based upon a review of the above requirements, the students' "Statement of Purpose," and prior work experience.

M.S. TAXATION CURRICULUM

The curriculum requires 30 semester units of course work beyond the baccalaureate degree. At least 21 of the 30 units required for the degree must be at the graduate level. A 3.0 ("B") GPA is required in study plan courses and over-all applicable course work. Any study plan course with a grade lower than "C" (2.0) must be repeated with at least a "C" (2.0) grade.

Required Tax Course

Accounting 470 Tax Research, Practice and Procedures (3)

Electives in Taxation and Related Fields

Five courses (15 units) to be selected in consultation with, and approved by, the student's program adviser.

Available courses include but are not limited to:

Accounting 408 Problems in Taxation (3)

Accounting 508 Seminar in Tax Planning (3)

Accounting 572 Seminar in Taxation of Corporations and Shareholders (3)

Accounting 573 Seminar in Taxation of Property Transactions (3)

Accounting 574 Seminar in Taxation of International Business Operations (3)

Accounting 575 Seminar in Estate, Gift, Inheritance Taxes and Estate Planning (3)

Accounting 576 Seminar in State and Local Taxation (3)

Accounting 577 Seminar in Taxation of Employee Compensation (3)

Accounting 578 Seminar in Taxation of Partnerships (3)

Other Electives

Courses are to be selected in consultation with, and approved by, the student's adviser.

One course (3 units) in either economics or political science and two courses (6 units) in either business or non-business fields.

Note: recommended courses in economics and political science include Poli Sci 421, 519, 528.

Terminal Evaluation

Accounting 597 Project (3)

ACCOUNTING COURSES

Courses are designated as ACCT in the class schedule.

201A Financial Accounting (3)

Accounting concepts and techniques essential to the administration of a business enterprise: analyzing and recording financial transactions; accounting valuation and allocation practices; preparation, analysis and interpretation of financial statements; international accounting issues.

201B Managerial Accounting (3)

Prerequisite: Accounting 201A with a grade of at least "C" (2.0). Introduction to managerial accounting; product costing; budgetary control and responsibility accounting; analysis and techniques for aiding management planning and control decisions; basic income tax concepts for planning business transactions. (Not open to freshmen)

301A Intermediate Accounting (3)

Prerequisites: Accounting 201B, and completion of all lower-division business administration core courses with grades of at least "C" (2.0) in each course. Corequisite: Business Admin 301. Accounting theory; preparation of income statements, balance sheets and statements of changes in financial position; present value and amount concepts; assets, liabilities and stockholders equity; price-level accounting; pensions; leases; earnings per share; financial statement analysis; accounting changes and error analysis.

301B Intermediate Accounting (3)

Prerequisites: A grade of "C" (2.0) or better in Accounting 301A and Business Admin 301. Accounting theory; preparation of income statements, balance sheets and statements of changes in financial position; present value and amount concepts; assets, liabilities and stockholders equity; price-level accounting; pensions; leases; earnings per share; financial statement analysis; accounting changes and error analysis.

302 Cost Accounting (3)

Prerequisites: Accounting 201B, and completion of all lower-division business administration core courses with grades of at least "C" (2.0) in each course. Corequisite: Business Admin 301. Accounting information for management of manufacturing enterprises; cost records; cost behavior and allocation; product costing and inventory valuation; flexible budgeting; standard costs; responsibility accounting; cost planning and control; and operating decision analysis.

307 Accounting Information Systems (3)

Prerequisites: Accounting 201B and completion of all lower-division business administration core courses with a grade of "C" (2.0) or better in each course. Corequisite: Business Admin 301. The organization and implementation of computer-bases for the collection, organization, and presentation of accounting information with an emphasis on enterprise resource planning systems.

308 Concepts of Federal Income Tax Accounting (3)

Prerequisites: Accounting 201B, and completion of all lower-division business administration core courses with grades of at least "C" (2.0) in each course. Corequisite: Business Admin 301. Provisions, legislative history and implications
of the federal income tax.

358 Principles of Taxation (3)

Prerequisite: Accounting 201A or instructor permission. The federal tax system, federal income taxation relating to federal tax system, federal income taxation relating to individuals, corporations, partnerships, and fiduciaries. Federal estate and gift taxes. Not open to accounting majors.

401 Advanced Accounting (3)

Prerequisites: Accounting 301B with a grade of "C" (2.0) or better, Business Admin 301. Business combinations; meaning, usefulness and methodology of consolidated financial statements; investments in non-subsidiary affiliates and corporate joint ventures; consolidated financial statements for overseas units of U.S.-based multinational companies; translations of foreign currencies, derivatives.

402 Auditing (3)

Prerequisites: Accounting 301B, 302 and 307, with grades of "C" (2.0) or better, and Business Admin 301. The auditing standards and procedures used by financial and operational auditors. Management information and computer systems, internal control, audit evidence, professional responsibilities and legal liabilities, standards of reporting financial information.

403 Accounting for Governmental & Nonprofit Entities (3)

Prerequisites: Accounting 301B with grade of "C" (2.0) or better and Business Admin 301. Fund accounting as applied to governmental and nonprofit entities; state and federal governments, municipalities, hospitals and universities. Budgets, tax levies, revenues and appropriations, expenditures and encumbrances, various types of funds, and accounting statements.

405 Fraud Detection (3)

Prerequisites: Accounting 307 and 301B with a grade of "C" (2.0) or better. Methods to prevent and detect fraud will be considered in the course. Students will be exposed to current cases dealing with accounting fraud and will consider appropriate methods to prevent or detect fraudulent behavior.

408 Problems in Taxation (3)

Prerequisites: Accounting 308 with a grade of "C" (2.0) or better and Business Admin 301. Federal income tax as it applies to corporations, partnerships, fiduciaries, and federal estate and gift taxes as they apply to taxable transfers.

420 Advanced Cost Accounting (3)

Prerequisite: Accounting 302 with a grade of "C" (2.0) or better. This course covers advanced topics in accounting: strategic profitability analysis; cost allocation and resources; quality and Just-In
Time Inventory; and investment decisions and management control.

422 Internal Audit and Control (3)

Prerequisites: Senior standing for accounting majors; the departmental permission for other undergraduates and all graduate students. The survey of internal auditing principles and concepts. The course is intended for students who are interested in internal auditing.

460 Seminar in Financial Statement Analysis (3)

Prerequisites: Accounting 301B. Analysis of demand and supply forces underlying the provision of financial statements; distributional, cross-sectional and time series properties of financial statement numbers; financial decision-making processes and the uses of financial statement information for decision making.

463 Financial Controls for Entrepreneurs (3)

Prerequisites: Entrepreneurship concentration only. Accounting 201B and Finance 320. Accounting system design for new ventures, including budgeting, purchasing, collections, payroll taxes, safeguards against error and embezzlement, financial reports, cash management, and banking relationships. Casework, research and fieldwork with selected local businesses. Not applicable for graduate degree credit.

470 Tax Research, Practice and Procedures (3)

Prerequisites: Accounting 308 with a grade of "C" (2.0) or better and Business Admin 301. The methodology of tax research including case studies; the management of a tax practice; administration procedures governing tax controversies; rights and obligations of taxpayers and tax practitioners.

495 Internship (1-3)

Prerequisites: Accounting 301A, 302, and Business Admin 301, each with a grade of "C" (2.0) or better, a concentration in accounting, consent of the department internship adviser, 2.5 GPA and one semester in residence at the university. Planned and supervised work experience. May be repeated for credit up to a total of six units. Credit/No Credit only.

499 Independent Study (1-3)

Prerequisites: Business Admin 301, senior standing and approval of department chair. Open to qualified undergraduate students desiring to pursue directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

502 Seminar in Accounting Theory (3)

Prerequisites: Accounting 301B, classified CBE status. The effects of professional, governmental, business, and social forces on the evolution of accounting theory.

503 Seminar in Contemporary Accounting Problems (3)

Prerequisite: classified M.S. in Accounting status. Current issues in financial reporting including pronouncements by the Financial Accounting Standards Board and the Securities and Exchange Commission. Coverage of topics will change as new issues in accounting emerge.

505 Seminar in Auditing (3)

Prerequisites: Accounting 402 and classified CBE status. Auditing theory and practices; professional ethics; auditing standards; Securities and Exchange Commission and stock exchange regulations; auditor's legal liability; statement trends and techniques.

506 Seminar in Professional Accounting Communications (3)

Prerequisite: classified M.S. in Accounting status. Compilation and composition of accounting reports and client presentations relating to accountants' working papers, client engagement letters, management advisory reports and prospectuses.

507 Seminar in Accounting Information Systems (3)

Prerequisite: Accounting 307 or equivalent. Case studies of computer based accounting systems used by organizations such as universities, banks, industrial corporations and CPA firms. Emphasis on accounting information, reports and internal controls.

508 Seminar in Tax Planning (3)

Prerequisites: Accounting 308 and classified CBE status. Substantive provisions of federal law; tax planning from a corporate viewpoint; case studies of the effect of federal tax law on business decisions.

509 Accounting for Information Technology (3)

Survey of information processing procedures to support financial and managerial accounting processes, concepts, and standards; preparation of financial statements and management reports; use of financial information for management decision making.

510 Financial Accounting (3)

Prerequisite: classified CBE status. Accumulation, organization, and interpretation of financial and quantitative data relevant to the activities of corporate business enterprises; analysis of financial reports; current regulatory reporting requirements with attention to business ethics and an understanding of global reporting issues.

511 Seminar in Managerial Accounting (3)

Prerequisites: Accounting 201B or 510, and classified CBE status. Design and development of cost accounting systems; contemporary cost management concepts; measurement, analysis, and use of accounting information for management decisions, with attention to ethical, global and environmental issues in today's corporate governance. Includes the measurement, analysis, and use of information contained in standard and various other cost systems for industry sectors such as manufacturing, distribution, service, and retail.

518 Seminar in International Accounting (3)

Prerequisites: Accounting 201B or 511 and classified CBE status. Comparative analysis of accounting principles and practices outside the United States; international financial accounting standards; current problems of international financial reporting, accounting planning and control for international operations; multinational companies.

521 Seminar in Management Control Systems (3)

Prerequisites: Accounting 302 or 511 and classified CBE status. Integrative aspects of accounting, financial, and quantitative data for managerial decision-making; long-term, short-term profit planning; budgetary control; cost analysis; financial analysis and planning; taxation; and transfer pricing.

572 Seminar in Taxation of Corporations and Shareholders (3)

Prerequisites: Accounting 308 and classified CBE status. Federal taxation relating to corporations; organizing, distributions, liquidations and reorganizations.

573 Seminar in Taxation of Property Transactions (3)

Prerequisites: Accounting 308 and classified CBE status. Federal taxation relating to sales, exchanges and other transfers.

574 Seminar in Taxation of International Business Operations (3)

Prerequisites: Accounting 308 and classified CBE status. Federal taxation relating to U.S. citizens and corporations with foreign source income and of foreign persons with U.S. source income; planning for foreign operations.

575 Seminar in Estate, Gift, Inheritance Taxes and Estate Planning (3)

Prerequisites: Accounting 308 and classified CBE status. Federal and California death taxes and the planning of personal estates.

576 Seminar in State and Local Taxation (3)

Prerequisites: Accounting 308 and classified CBE status. Application of interstate income allocations; multi-state tax compact; separate apportionment accounting; foreign country sourced income. Also, California taxes as applied to businesses and individuals.

577 Seminar in Taxation of Employee Compensation (3)

Prerequisites: Accounting 308 and classified CBE status. Federal taxation relating to employee compensation including pensions and profit sharing, stock options, ESOPs, IRAs, Keoghs, maximum tax 5-year averaging, death benefits, group term life, etc.

578 Seminar in Taxation of Partnerships (3)

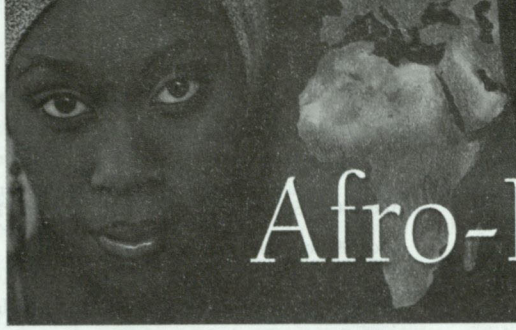
Prerequisites: Accounting 308 and classified CBE status. Federal taxation relating to partnerships, estates, trusts and other special entities.

597 Project (3)

Prerequisite: classified CBE status. Directed independent inquiry. Not open to students on academic probation.

599 Independent Graduate Research (1-3)

Prerequisites: classified CBE status, approval of department chair and Associate Dean. May be repeated for credit. Not open to students on academic probation.



Bachelor of Arts in Ethnic Studies

Afro-Ethnic Studies

College of Humanities and Social Sciences

INTRODUCTION

Afro-Ethnic Studies is a multidisciplinary approach to understanding the black experience as it relates to life in America as part of a world community. In addition to degree programs in Afro-Ethnic Studies, the department provides course work in Ethnic Studies in general (e.g., Intercultural Socialization) and other specific ethnic groups (e.g., American Indian).The B.A. in Ethnic Studies (Afro-Ethnic Studies) requires a minimum of 120 units, which includes courses for the option, General Education, all University requirements, and free electives. The option consists of 30 units: 101 or 107, 190 and a minimum of 24 units in upper-division courses. Students majoring in the Afro-Ethnic Studies program acquire a special preparation in, and sensitivity to, life in America and the world community. The program is multi-disciplinary in nature since aspects of Afro-Ethnic Studies affect and are affected by other programs.

Graduates from the Afro-Ethnic Studies program go into careers in teaching, community development, community leadership, social work, urban research, law, civil service, industrial relations and a variety of comparable fields. Many go into graduate work in this field and some enter more traditional disciplines where a general knowledge of social sciences and humanities is a prerequisite.

INTERNATIONAL LEARNING OPPORTUNITIES IN AFRO-ETHNIC STUDIES

The major in Afro-Ethnic Studies includes courses that examine broad African and non-African issues. Such courses include Introduction to Ethnic Studies, Intracultural Socialization Patterns, and History of Racism. Additionally, students are encouraged to participate in the California State University International Program (CSUIP).

DEPARTMENT CHAIR

Wacira Gethaiga

DEPARTMENT OFFICE

Humanities 314

DEPARTMENT WEBSITE

http://hss.fullerton.edu/afro

PROGRAMS OFFERED

Bachelor of Arts in Ethnic Studies

Option in Afro-Ethnic Studies

Minor in Afro-Ethnic Studies

FACULTY

Stan Breckenridge, Wacira Gethaiga, J. Owens Smith, Julie Stokes, Jamie Wilson

ADVISER

All programs: Wacira Gethaiga

BACHELOR OF ARTS IN ETHNIC STUDIES (OPTION IN AFRO-ETHNIC STUDIES)

Lower-Division Courses (6 units required)

Afro 101 Introduction to Ethnic Studies (3) and/or

Afro 107 Introduction to Afro-American Studies (3) and/or

Afro 190 Survey of American History with Emphasis on Ethnic Minorities (3)

Upper-Division Courses (24 units minimum)

Core Courses (15 units required)

(To be selected from the following courses)

Afro 304 The Black Family (3)

Afro 311 Intracultural Socialization Patterns (3)

Afro 317 Black Politics (3)

Afro 320 Black Political Thought (3)

Afro 322 Psychology of the Afro-American (3)

Afro 324 Afro-American Literature (3)

Afro 335 History of Racism (3)

Afro 346 African Experience (3)

Afro 381 African Literature (3)

Upper-Division Electives (9 units minimum)

Afro 301 Afro-American Culture (3)

Afro 306 American Indian Women (3)

Afro 310 Black Women in America (3)

Afro 314 Pan-African Dance & Movement (3)

Afro 321 Minority Community Development Planning (3)

Afro 325 African-American Religions and Spirituality (3)

Afro 337 American Indian Religions and Philosophy (3)

Afro 356 Afro-American Music Appreciation (3)

Afto 357 Blacks in the Performing Arts (3)

Afro 385 Schools and Minority Groups (3)

Afro 430 A Social Psychological Study in Ethnic Minority Behavior (3)

Afro 496 Tutorial (1-3)

Afro 499 Independent Study (1-3)

Upper-Division Writing Requirement (3 units)

Afro 400 Research and Writing in Ethnic Studies (3)
OR English 301 Advanced College Writing (3)

Second Language Graduation Requirement

Students in the Bachelor of Arts in Ethnic Studies, Afro-Ethnic Studies Option, who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN AFRO-ETHNIC STUDIES

Students interested in the Afro-Ethnic Studies minor are required to take a minimum of 21 units. This includes six units of lower-division courses and fifteen units of upper-division courses.

Lower-Division Courses (6 units)

Afro 101 Introduction to Ethnic Studies (3) and/or

Afro 107 Introduction to Afro-American Studies (3) and/or

Afro 190 Survey of American History with Emphasis on Ethnic Minorities (3)

Upper-Division Courses (15 units)

Afro 301 Afro-American Culture (3)

Afro 304 The Black Family (3)

Afro 306 American Indian Women (3)

Afro 310 Black Women in America (3)

Afro 311 Intracultural Socialization Patterns (3)

Afro 314 Pan-African Dance and Movement (3)

Afro 317 Black Politics (3)

Afro 320 Black Political Thought (3)

Afro 321 Minority Community Development Planning (3)

Afro 322 Psychology of the Afro-American (3)

Afro 324 Afro-American Literature (3)

Afro 325 African-American Religion and Spirituality (3)

Afro 335 History of Racism (3)

Afro 346 The African Experience (3)

Afro 381 African Literature (3)

Afro 385 Schools and Minority Groups (3)

Afro 430 A Social Psychological Study in Ethnic Minority Behavior (3)

Afro 499 Independent Study (1-3)

AFRO-ETHNIC STUDIES COURSES

Courses are designated as AFRO in the class schedule.

101 Introduction to Ethnic Studies (3)

Prerequisite: completion of General Education Category III.C.1. The perspective through which people of color have come to see themselves in terms of their own heroes, culture and contributions to societies in which they live and world society in general. (Same as Asian American Studies 101, Chicana/o Studies 101, Women's Studies 101)

107 Introduction to Afro-American Studies (3)

Prerequisite: completion of General Education Category III.C.1. The aims and objectives of Afro-American studies. The basic terms and references that give substance to Afro-American studies.

108 Linguistics and Minority Dialects (3)

(Same as Linguistics 108)

190 Survey of American History with Emphasis on Ethnic Minorities (3)

(Same as History 190 and Chicana/o Studies 190)

301 Afro-American Culture (3)

African cultural characteristics in the New World and contemporary events, including art, ideas, dance and literature.

304 The Black Family (3)

Prerequisite: Sociology 101 or completion of General Education Category III.C.1. The American social conditions that shaped the black family from the African cultural patterns to the family that exists today. The roles of poverty, racism and discrimination.

306 American Indian Women (3)

Prerequisite: completion of General Education Category III.C.1. The female role in American Indian tribal lifestyles. Labor divisions, leadership, political and social activities from a number of tribes. Historical and contemporary issues, as they affect American Indian women. (Same as Women's Studies 306)

310 Black Women in America (3)

Prerequisite: completion of General Education Category III.C.1. Issues in the study of black women in America, including social, political, economic and intellectual development. Historical and contemporary issues as they affect black American women will be investigated. (Same as Women's Studies 310)

311 Intracultural Socialization Patterns (3)

Prerequisite: completion of General Education Category III.C.1. Patterns of role learning as they vary within subpopulations; changes over time in the values, attitudes, and goals of both the general culture and of subcultures; stereotypes and realities; understanding and dealing with cultural variation as well as cultural "norms." (Same as Human Services 311)

314 Pan-African Dance and Movement (3)

Prerequisite: completion of General Education Category III.B.1. or III.B.2. Theory and practice of movement of African and Haitian peoples. Movement (dance) as quasi-language in perpetuating the life style of African cultures and cultures of African descent.

317 Black Politics (3)

Prerequisite: Political Science 100 or consent of instructor. Blacks' struggle for political equality and relief from political oppression. Public policies concerning blacks' freedoms, liberties and property rights. (Same as Political Science 317)

320 Black Political Thought (3)

Prerequisite: completion of the General Education Category III.B.2. A study of the black American intellectual from slavery to contemporary times, with special emphasis on black contributions to American political and social thought as well as their contributions in America's social development.



321 Minority Community Development Planning (3)

Prerequisite: Afro-Ethnic Studies 317 or permission of instructor. This course is an interdisciplinary approach to the study of political and economic development in minority communities. Emphasis is placed on conceptualizing problems and planning and designing problem-solving models to resolve them.

322 Psychology of the Afro-American (3)

Prerequisite: com-pletion of General Education Category III.C.1. Black identity and the lifestyles that have risen from racism. The socio-economic, political, and cultural conditions which have fostered the blackness concept and the psychological devices used by blacks to survive. (Same as Psychology 322)

324 Afro-American Literature (3)

Prerequisite: completion of General Education Category III.B.2. The literary contributions by major black American authors. Contemporary black writers and the recurring themes of protest and quest for identity. Not available for graduate degree credit. (Same as English 324)

325 African-American Religions and Spirituality (3)

Prerequisite: completion of General Education Category III.C.1. African-American belief systems and denominations. A study of folk beliefs among Blacks, African-American religious groups, and the role of the Black Church in politics and social change in the Black community. (Same as Comparative Religion 325)

335 History of Racism (3)

Prerequisite: completion of General Education Category III.C.1. An investigation into the historical roots and current expressions of racism. Course focuses on how racism manifests itself through individual, social, political, economic and religious institutions and proposes methods of combating it.

337 American Indian Religions and Philosophy (3)

Prerequisite: completion of the General Education Category III.B.2. Examination of American Indian religious and philosophic perspectives. Survey of religious interpretations and thought in various facets of belief ranging from traditional Indian religion to Christianity. Contemporary religious activities will be highlighted. Not available for graduate degree credit. (Same as Comparative Religion 337)

346 The African Experience (3)

Prerequisite: completion of General Education Category III.C.1. African history from the origin of the black man and traditional African civilization through the African diaspora to the institutional realities of Africa today. Not available for credit to students who have completed History 355.

356 Afro-American Music Appreciation (3)

Prerequisite: junior/senior standing. Black music in America; the sociological conditions that help produce various forms of black music. (Same as Music 356)

357 Blacks in the Performing Arts (3)

Prerequisite: Completion of General Education Category III.B.1. The exploration of African-American culture through the performing arts. The main goal of this course is to teach about Blacks in the entertainment industry as a means of understanding and revealing important aspects of African-American culture. (Same as Music 357 and Theatre 357)

381 African Literature (3)

(Same as English 381 and Comparative Literature 381)

385 Schools and Minority Groups (3)

Prerequisite: junior/senior standing. Focuses on the ways in which the constraints of formal schooling affect the behaviors and attitudes of ethnic minority group members. Emphasizes the role of the community and family in school readiness and the psycho-logical consequences of schooling.

400 Research and Writing in Ethnic Studies (3)

(Same as Asian American 400 and Chicana/o 400)

430 A Social Psychological Study in Ethnic Minority Behavior (3)

Prerequisites: junior/senior standing. The social psychological problems that ethnic minorities face such as stress-related problems in mental health. Society's reactions to these problems among these groups.

450 African History Since 1935 (3)

(Same as History 450)

457 West African and the African Diaspora (3)

(Same as History 457)

458 Southern Africa in the 20th Century (3)

(Same as History 458)

499 Independent Study (1-3)

Prerequisites: junior/senior standing and acceptance of the subject by department chair and instructor directing the study.



DEPARTMENT CHAIR

Jesse Battan

DEPARTMENT OFFICE

Education Classroom 622

DEPARTMENT WEBSITE

http://hss.fullerton.edu/amst

PROGRAMS OFFERED

Bachelor of Arts in American Studies

Minor in American Studies

Master of Arts in American Studies

FACULTY

Allan Axelrad, Jesse Battan, Carrie Lane Chet, Wayne Hobson, John Ibson, Elaine Lewinnek, Karen Lystra, TerriSnyder, Michael Steiner, Pamela Steinle, Leila Zenderland

ADVISERS

Undergraduate: All full-time faculty within the department

Graduate: Pamela Steinle

INTRODUCTION

American Studies gives students a thorough understanding of the past and present nature of American civilization. Three central features of our approach are: (1) an emphasis on the analysis of culture – that shared system of beliefs, behaviors, symbols and material objects through which Americans give meaning to their lives; (2) examination of dominant culture patterns as well as the diversity of cultures in America; and (3) an interdisciplinary perspective that uses both the social sciences and humanities.

Besides providing a rich liberal arts education, training in the major develops skills in writing and analysis and strengthens the ability to recognize connections among complex materials and diverse phenomena. American studies graduates enter careers in business, communications, government service, law, social services and teaching. The major is also a fine background for graduate work in the field or in related fields.

Teaching Credential

Because American Studies is interdisciplinary, the major may be effectively combined with subject matter studies necessary for either the multiple subject teaching credential (K-8) or single subject credential (7-12) in social science. Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

Awards in American Studies

The David Jon Vaca Memorial Scholarship of $500 is awarded every semester to an undergraduate major in American studies based on need and academic achievement. The Susan Flinkingshelt Memorial Award is given annually in recognition of outstanding services to the American Studies Department and student association. The Earl James Weaver Graduate Student Essay Prize of $250 is awarded annually for the best graduate paper in American Studies. The Margarete Liebe Sekhon Graduate Scholarship in American Studies annually provides an award in the fall semester to a new student enrolled in the graduate program at CSUF.

BACHELOR OF ARTS IN AMERICAN STUDIES

The American Studies degree requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives. The major consists of 36 units: 12 units in the core program and 24 units of electives following either Plan A or B.

Core Program (12 units required of all majors)

201 Introduction to American Studies (3)

301 American Character (3)

350 Seminar in Theory and Method of American Studies (3)

401T Proseminar in American Studies (3)

Electives (24 upper-division units)

Elective course work must be approved by the major adviser following either Plan A or B:

A. Students may take all eight electives in American Studies courses or they may include up to four courses from other departments such as Afro-ethnic studies, anthropology, Chicano studies, communications, criminal justice, English, history, geography, political science, psychology or sociology.

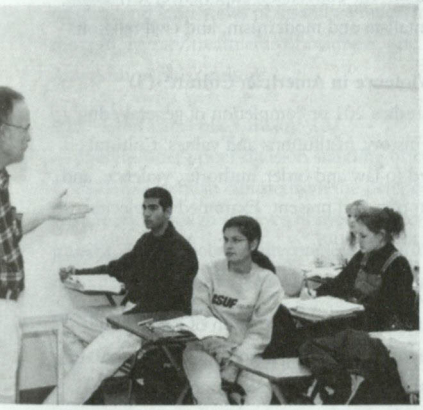
B. Course work pursuing a particular theme or subject, such as: law and society, sex roles, the visual arts, ethnicity, urbanization, regionalism, the child and the family, or popular culture.

Second Language Graduation Requirement

Students in the Bachelor of Arts in American Studies program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN AMERICAN STUDIES

The minor in American Studies requires 21 units: American Studies 201, 301 or 345, and 401T, plus 12 units of electives. Six units may be lower-division and three units may be taken in a related department upon approval of an American Studies Department adviser.



MASTER OF ARTS IN AMERICAN STUDIES

The graduate program is grounded in a thorough understanding of the concept of culture. It examines the creative tension between unity and diversity in the American experience, seeking ultimately to provide a full vision of our complex pluralistic culture. The program is interdisciplinary, requiring graduate students to integrate knowledge from the humanities and social sciences. It stresses the process of cultural change, requiring students to trace the past sources of contemporary issues. It develops advanced research,writing and analytical skills. Particular areas of faculty specialization within the department include: gender and sexuality; ethnicity; literature, film, art, and architecture as cultural expression; American regions; popular culture; and cultural radicalism.

Application Deadlines

Applications are accepted only for the fall semester. Online applications must be completed by March 1st for the following fall semester (see http://www.csumentor.edu); mailed applications must be postmarked by the same date. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

A student must meet the all-university requirements for admission. (Please consult the appropriate section of this catalog for complete information.) In addition, a student must (1) hold a bachelor's degree with a major, or its equivalent, in American studies or in an appropriate discipline of the humanities or social sciences; (2) have a grade-point average of at least 3.0 in upper-division major courses; and (3) submit two satisfactory letters of recommendation from instructors in upper-division major courses.

Students whose undergraduate program indicates certain limited subject, grade, or breadth deficiencies may be considered for admission, at the discretion of the graduate adviser, with approval of the department's graduate committee. In such cases, a student must make up deficiencies, in consultation with the graduate adviser, and must complete all required courses with at least a "B" (3.0) average before classified graduate standing may be considered.

Graduate Standing: Classified

Students will be classified upon fulfillment of the above prerequisites and after development of an approved study plan.

Study Plan

The program requires 30 units of graduate study: 21 units in the discipline of American Studies, six units in other disciplines and three units in the development of an appropriate research skill.

American Studies (21 units)

A. Required courses
American Studies 501 Theory and Methods (3)
American Studies 502T Seminar: Selected Topics (3)
(May be repeated for credit with different topic)

B. Electives
Additional upper-division or graduate level course work in American studies (12)

Choose either C or D as follows:

C. American Studies 598 Thesis (3) should be taken in the semester immediately preceding graduation from the program.

D. An additional American Studies graduate level elective, i.e., American Studies 599 or American Studies 502T, plus successful completion of a three-part take home comprehensive examination based on the department's core reading list.

Other Disciplines (6 units)

Graduate-level seminars in anthropology, art, communications, comparative literature, English, geography, history, political science or sociology. Pedagogical and productions skill seminars are excluded. Students should select outside discipline seminars in consultation with the graduate advisor.

Elective Skill (3 units)

A student must demonstrate proficiency in a methodological skill appropriate to his or her scholarly interests. In consultation with an adviser, the student will select the skill to be developed. Proficiency in a foreign language, quantitative methods or linguistics would, for example, be appropriate. If prerequisite work is necessary before a student can develop proficiency through three units of course work, that preliminary work will not be counted toward the 30 units required for the M.A. degree.

For further information, consult graduate program adviser.

AMERICAN STUDIES COURSES

Courses are designated as AMST in the class schedule.

101 Introduction to American Culture Studies (3)

The concepts of interdisciplinary culture studies, focusing on analysis of cultural change in complex, literate society, American culture, including cross-cultural comparisons. Topics include popular culture, subcultures, regionalism, myths and symbols, and culture and personality.

201 Introduction to American Studies (3)

With the concept of culture as a unifying principle, focus is on four separate time periods in order to provide the framework for an understanding of American civilization. Several different kinds of documents will be used to illustrate the nature and advantages of an interdisciplinary approach.

300 Introduction to American Popular Culture (3)

Prerequisite: completion of General Education Category III.C.1. A historical exploration of popular culture in America as it both reflects and contributes to the search for meaning in everyday life. Themes include heroes, myths of success, symbols of power, images of romance, consumerism, race and sexual identity.

301 American Character (3)

Prerequisite: completion of the General Education Category III.C.1. Cultural environment and personality. The extent to which there have been and continue to be distinctly American patterns of belief and behavior. Similarities, as well as class, ethnic, sex, and regional differences among Americans.

312 Multicultural Identities and Women's Experience (3)

Examination of the diversity of women's experiences, focusing on both historical and contemporary analysis of African American, Asian American, Latina, and white ethnic women. Course materials include autobiography, fiction, visual and popular arts, and feminist cultural criticism. (Same as Women's Studies 312)

318 Hollywood and America: Using Film as a Cultural Document (3)

An examination of Hollywood as a cultural institution. Concentrating on the films of selected periods, the course analyzes Hollywood's ability to create and transmit symbols and myths, and legitimize new values and patterns of behavior.

345 The American Dream (3)

An interdisciplinary analysis, in settings both historical and contemporary, of the myth and reality surrounding the notion of America as a land of unparalleled and unlimited possibilities, especially in the achievement of personal material success.

346 American Culture Through Spectator Sports (3)

Study of the shifting meaning of organized sports in changing American society. Includes analysis of sports rituals, symbols and heroes. Focus is on the cultural significance of amateur and professional football, baseball, and basketball.

350 Seminar in Theory & Method of American Studies (3)

Prerequisites: American Studies 201 and 301; or consent of instructor. To provide an understanding and appreciation of methodology, theories of society, and images of humanity as they affect American studies contributions to scholarship. Fulfills the course requirement of the university upper-division baccalaureate writing requirement for American studies majors.

377 Prejudice and American Culture (3)

Prerequisite: upper-division standing. Concepts and methods of American culture studies as tools for better understanding the origins and appeal of intolerance, past and present. Particular focus on racism, ethnic and religious bias, sexism, and homophobia.

395 California Cultures (3)

Prerequisite: completion of General Education Category III.C.1. Examines how various cultures—Native American, European, Latino, Asian, African-American—have interacted in California's past and present. Topics include: cultural diversity in frontiers and borderlands, shifting meanings of gender, function of regional and racial myths.

401T Proseminar in American Studies (3)

Prerequisites: American Studies 201 and 301; or consent of instructor. The relationship between theory and application. Analytic readings and research. Check the class schedule for topics being considered. May be repeated for credit.

402 Religion and American Culture (3)

Prerequisite: upper division standing. An interdisciplinary analysis of the religious dimensions of American core culture from colonial settlement to the present. Topics include: Puritanism; rationalization, secularization, and feminization; the conversion experience, revivalism, and revitalization; fundamentalism and modernism; and civil religion.

405 Images of Crime & Violence in American Culture (3)

Prerequisite: American Studies 201 or completion of general education section on American history, institutions and values. Cultural analysis of meanings ascribed to law and order, authority, violence, and punishment in the American past and present. Examined in selected symbols, images, traditions, and realities.

407 American Humor (3)

Prerequisite: American Studies 201 or completion of general education section on American history, institutions, and values. Analyzes the cultural significance of various types of American humor in past and present settings. How humor reinforces existing culture and also serves as an index and agent of cultural change. Humor's relationship to ethnicity, region, social class, and sex.

413 The Shifting Role & Image of the American Male (3)

The effect of economic, social, political, and cultural changes on American males. Emphasis on the 19th and 20th centuries.

416 Southern California Culture: A Study of American Regionalism (3)

Regionalism as a concept and as a fact of American life. Theories of regionalism measured against a study of Southern California and one other distinct American region.

419 Love in America (3)

Prerequisite: upper-division standing or consent of instructor. Examines changes in the emotional lives of American men and women from the 17th century to the present. Concentrates on enduring and innovative views on the nature of love and the cultural forces that shape its legitimate and illegitimate expression.

420 Childhood and Family in American Culture (3)

Historical and contemporary culture study of childhood and family in America. The idea of childhood, changing concepts of child-rearing, growing up in the American past, the impact of modernization, mother and home as dominant cultural symbols.

423 The Search for Community (3)

Prerequisite: upper-division standing. Examining the historical transformation and modern reformulation of community in America, the course emphasizes the relationship of the individual to the larger social group. Topics include: freedom, need to belong, alienation, and search for identity.

433 Visual Arts in Contemporary America (3)

Prerequisite: American Studies 201 or completion of general education section on American history, institutions and values. Visual phenomena in America as they reveal changes in recent American culture. Areas covered include: the "high" arts (painting, sculpture) as contrasted with the "low" arts (advertising, television); the artist as innovator, alienation, the business world, and American values in art.

438 American Minds: Images of Sickness and Health (3)

Prerequisite: upper-division standing. Historically explores cultural changes in American images of the healthy mind. Topics include: medical and legal views of insanity, Freud's impact on American thought, literary treatments of madness, and psychological themes in American popular culture.

440 American Folk Culture (3)

Prerequisite: upper-division standing or consent of instructor. Considers American culture from the perspectives of particular folk groups and through the eyes of the "common" person, past and present. Topics include: interpretation of artifacts and oral traditions; relationships between regional, ethnic, and folk identity; modernization and folk consciousness.

442 Television and American Culture (3)

Prerequisite: completion of the general education section of American history, institutions, and values. American television as an interactive form of cultural expression, both product and producer of cultural knowledge. Examines the structure and content of television genres, and social-historical context of television's development and use, audience response, habits and environments of viewing.

444 The Built Environment (3)

Prerequisite: upper-division standing or consent of instructor. Examines how Americans have shaped and structured space from the 17th century to the present. Emphasizes the relationship between space, place, architecture, and material culture; the interpretation of cultural landscapes and architectural styles; the changing meanings of the American home.

449 The American West in Symbol and Myth (3)

Prerequisite: American Studies 201 or completion of general education section on American history, institutions, and values. The meaning of the West to American culture through analysis of cultural documents such as explorer and captivity narratives, fiction, art, and film. Topics include: perception of wilderness, Indians, frontiersmen, and role of the West in creating a sexist national mythology.

450 Women in American Society (3)

Socio-cultural history of women and women's movements in American society. Emphasis on 19th and 20th centuries. Examination of cultural models of American womanhood – maternal, domestic, sexual, social-their development and recent changes. Not available for graduate degree credit.

460 Bohemians and Beats: Cultural Radicalism in America (3)

Prerequisite: American Studies 201 or completion of the general education section on American history, institutions, and values. Examines the ideas, activities, and legacies of the creators of a "countercultural" tradition in the 19th and 20th centuries. Explores their critique of modern civilization as well as their projects for self-transformation, social change and cultural renewal.

465 The Culture of the American South (3)

Prerequisite: American Studies 201 or completion of the general education section on American history, institutions, and values. Examines distinctive cultural patterns in the American South, past and present. Topics include: Southern concepts of work and leisure, race and gender roles, political and religious controversies, literature and folklore, and the South as portrayed in the media.

468 Culture in Turmoil: 1960s America (3)

Prerequisite: upper-division standing. Origins, manifestations, and continuing significance of the turbulence in American culture associated with the 1960s. Accelerated changes which occurred (or seemed to occur) in cultural meanings of authority, achievement, patriotism, sexuality, technology, and consciousness.

499 Independent Study (1-3)

Supervised research projects in American studies to be taken with the consent of instructor and department chair. May be repeated for credit.

501 Theory and Methods (3)

The American Studies movement. Its conceptual and methodological development. The way this development was affected by and in turn reflected larger trends in the culture itself.

502T Seminar: Selected Topics (3)

A particular problem or topic as a case study in the use of interdisciplinary methods in American studies. May be repeated for credit.

596 American Studies Teaching Tutorial (3)

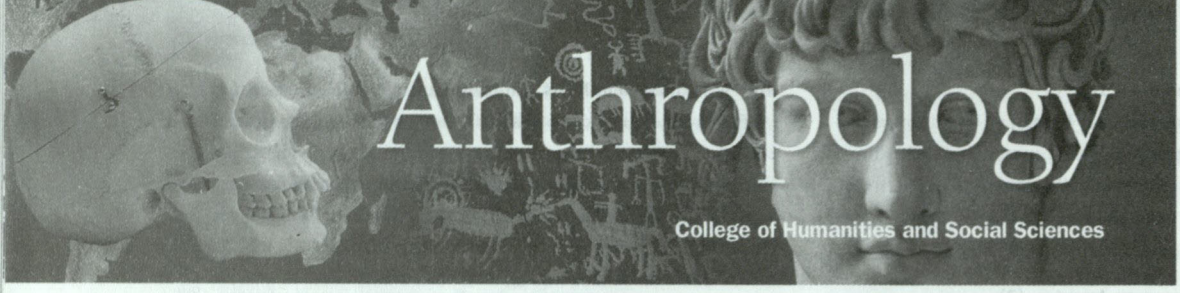
Prerequisite: American Studies 501. Preparation for community college or university teaching. Small group discussion, lecture-discussion, examinations, teaching strategies. Enrollment requires approval of American Studies graduate coordinator. Course may be repeated for credit, but may only count once on a graduate study plan.

598 Thesis (3)

Prerequisites: graduate standing in American studies and consent of graduate coordinator. The writing of a thesis based on original research and its analysis and evaluation.

599 Independent Graduate Research (1-3)

Prerequisites: graduate standing in American studies and consent of graduate coordinator. May be repeated for credit.



Anthropology

College of Humanities and Social Sciences

DEPARTMENT CHAIR

Susan Parman

DEPARTMENT OFFICE

McCarthy Hall 426

ANTHROPOLOGY MUSEUM

McCarthy Hall 424

CSUF ARCHEOLOGICAL RESEARCH FACILITY

McCarthy Hall 2

ARCHAEOLOGICAL LABORATORY

McCarthy Hall 420

BIOLOGICAL ANTHROPOLOGY LABORATORY

McCarthy Hall 428

CENTER FOR ETHNOGRAPHIC CULTURAL ANALYSIS

McCarthy Hall 422

SOUTH CENTRAL COASTAL INFORMATION CENTER

McCarthy Hall 477

DEPARTMENT WEBSITE

http://anthro.fullerton.edu

PROGRAMS OFFERED

Bachelor of Arts in Anthropology

Minor in Anthropology

Master of Arts in Anthropology

FACULTY

John Bock, Barbra Erickson, Laura Greathouse, Steven James, Sara Johnson, Hilarie Kelly, Joseph Nevadomsky, Jacob Pandian, Susan Parman, John Patton, Carl Wendt

ADVISERS

Undergraduate: Barbra Erickson

Graduate: Jacob Pandian

Internship Program Adviser:

Susan Parman

INTRODUCTION

Anthropology is the scientific and humanistic study of humankind from its beginnings, millions of years ago, to the present day. Nothing human is alien to anthropology. Of the many sciences that study certain aspects of our species, only anthropology attempts to understand the whole panorama, in time and space, of the human condition. While other academic disciplines may concentrate on one aspect of human experience, anthropology is an integrated study of the entire range of human activities, including communication and language, economics, political organization, religion, the arts, philosophy, education, medical and nutritional practices, social interaction, marriage, child rearing, science, and technology. Anthropology enables the study of people from all over the world as they live now, as they lived in the prehistoric and historic past, and as they may live in the future. Anthropology also studies people as biological-psychological-cultural-social wholes living in relationship with their environment; a major goal is to understand human beings from this overall perspective.

The major in Anthropology is designed to prepare students for advanced degrees in Anthropology as well as for positions in the private and public sector. Social service occupations, work in urban centers, museum work, health professions, natural resources management, and overseas work are some of the areas that offer many opportunities for anthropology graduates.

International Aspects of Anthropology

Anthropology is inherently international in scope, drawing on world-wide cross-cultural comparisons for understanding culture and what it means to be human, and offers an inter-, multi-, and trans-disciplinary perspective to promote an understanding of global networks that occur in transnational cultural contexts such as ethnicity, business, religion and education. Anthropology studies the global flow of information and channels of communication that cross spatial, national-territorial boundaries; and it studies transnational actors who enter into the spaces opened up by the intersection of corporate capital, labor mobility and new information, communication, and transportation technologies. The department encourages study in different cultures and will provide, where appropriate, academic credit for educational experiences abroad.

BACHELOR OF ARTS IN ANTHROPOLOGY

The Bachelor of Arts in Anthropology requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives. The major requires 45 units consisting of core courses, upper-division courses, and elective course work. A "C" (2.0) average and a grade of "C minus" (1.7) or better is required in all courses applied to the major.

Core Courses (15 units)

Anthro 101 Introduction to Biological Anthropology (3)

Anthro 102 Introduction to Cultural Anthropology (3)

Anthro 103 Introduction to Archaeology (3)

Anthro 480 History of Anthropology (3)

Anthro 481 Contemporary Anthropology (3)

Upper-Division Requirements (9-30 units)

Anthro 400 Cultural Analysis: Qualitative Methods in Anthropology (3)

Anthro 401 Ethnographic Field Methods (3)

Anthro 402 Museum Studies (3)

Anthro 403 Archaeological Fieldwork (3)

Anthro 404 Analytical Methods in Archaeology (3)

Anthro 405 Human Osteology (3)

Anthro 406 Descriptive Linguistics (3)

Anthro 407 Anthropological Video Production (3)

Anthro 408 Ethnogerontology (3)

Anthro 409 Applied Anthropology (3)

Anthro 412 Culture Change (3)

Anthro 414 Economic Anthropology (3)

Anthro 415 Anthropology of Tourism (3)

Anthro 416 Anthropological Linguistics (3)

Anthro 417 Life Quests (3)

Anthro 418 GIS and Archaeology (3)

Anthro 420 Visual Anthropology (3)

Anthro 423 The Ancient Maya (3)



Anthro 424 The Aztecs and Their Predecessors (3)

Anthro 425 Advanced Topics in Human Osteology (3)

Anthro 441 Human Variation (3)

Anthro 442 Medical Anthropology (3)

Anthro 451 Advanced Human Evolution (3)

Anthro 460 Public Archaeology in California (3)

Anthro 470 Survey of Anthropological Films (3)

Anthro 475 Research Methods in Primatology (3)

Anthro 476 Archaeological Investigations (3)

Anthro 490T Undergraduate Seminar in Anthropology (3)

Anthro 491 Internship in Anthropology (3)

Anthro 497 Ethnographic Investigations (3)

Anthro 498 Museum Practicum (3)

Anthro 499 Independent Study (3)

Electives (0-21 units)

Anthro 100 Non-Western Cultures and The Western Tradition (3)

Anthro 110 Ancient Peoples of the American Southwest (3)

Anthro 300 Language and Culture (3)

Anthro 301 Primate Behavior (3)

Anthro 304 Traditional Cultures of the World (3)

Anthro 305 Anthropology of Religion (3)

Anthro 306 Comparative Aesthetics and Symbolism (3)

Anthro 308 Culture and Aging: Anthropological Gerontology (3)

Anthro 310 Urban Anthropology (3)

Anthro 311 Culture and Communication (3)

Anthro 313 Culture and Personality: Psychological Anthropology (3)

Anthro 315 Culture and Nutrition (3)

Anthro 316 Anthropology of Sex and Gender (3)

Anthro 320 Cultures of Europe (3)

Anthro 321 The American Indian (3)

Anthro 322 Human Behavioral Ecology (3)

Anthro 325 Peoples of South America (3)

Anthro 327 Origins of Civilization (3)

Anthro 328 Peoples of Africa (3)

Anthro 329 Peoples of the Caribbean (3)

Anthro 332 Women in Cross-Cultural Perspectives (3)

Anthro 333 Anthropology of Childhood (3)

Anthro 340 Peoples of Asia (3)

Anthro 342 Anthropology and Health (3)

Anthro 344 Human Evolution (3)

Anthro 345 Peoples of the Middle East and North Africa (3)

Anthro 347 Peoples of the Pacific (3)

Anthro 350 Culture and Education (3)

Anthro 360 Contemporary American Culture (3)

Anthro 370 Anthropology of Non-Western Films (3)

With the approval of the adviser or department chair, up to nine units may be accepted from related disciplines.

Note: all courses under "Upper-Division Requirements" are 400-level courses. They are courses intended for junior, senior and graduate students. Courses under "Electives in Anthropology" are 100-level or 300-level. They may be taken by all students except graduate students.

Second Language Graduation Requirement

Students in the Bachelor of Arts in Anthropology program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

Multiple and/or Single Subject Credential Information

The Anthropology degree may be effectively combined with subject matter studies for either the multiple subject credential (K-8) or single subject credential (7-12) in Social Science. Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, major and electives. With careful planning,it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the College of Education (714-278-3411) to obtain information on attending an overview presentation.

MINOR IN ANTHROPOLOGY

Twenty-one units must be taken to fulfill requirements for a minor.

Core Courses (12 units)

Anthro 101 Introduction to Biological Anthropology (3)

Anthro 102 Introduction to Cultural Anthropology (3)

Anthro 480 History of Anthropology (3)

Anthro 481 Contemporary Anthropology (3)

Additional Courses (9 units)

Nine units of 300- or 400-level courses in anthropology.

MASTER OF ARTS IN ANTHROPOLOGY

The program offers advanced study of general anthropology, while simultaneously encouraging specialization in one (or more) of the traditional subdisciplines: archaeology, cultural anthropology, linguistics, and biological anthropology. Opportunities for field and laboratory research and for other related learning experiences permit students to enlarge upon formal classroom training and to work independently with original data. Students may pursue a thesis or project of either a traditional or more exploratory character. Efforts are made to assist individuals to plan programs that will meet their individual needs and interests.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

Prerequisites

An applicant must meet the university requirements for conditionally classified graduate standing: a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see section of this catalog on admission of graduates for complete statement and procedures). Admission is contingent upon evaluation and acceptance by the Graduate Study Committee. In addition to the University Application, the applicant must submit a letter of intent and at least two letters of recommendation to the Graduate Program Adviser in the Department of Anthropology. Students with limited subject or grade deficiencies may be considered for admission to the program if they agree to complete additional courses selected by the Graduate Study Committee, with at least a "B" (3.0) average. Subject deficiencies must be met prior to candidacy. Students entering from other colleges and universities and/or from fields other than Anthropology may discuss appropriate course substitutions with the graduate adviser.

Classification

A student who meets the requirements for conditionally classified graduate standing, as well as the following requirements, may be granted classified graduate standing upon the development of an approved study plan:

1. A bachelor's degree with a minimum of 27 units in anthropology, including the following courses or their equivalents.

   Lower-Division (9 units)
   Anthro 101, 102 and 103

   Upper-Division (12 units)
   Anthro 480 and 481

   Additional upper-division coursework in Anthropology (6 units) Reading courses and special examinations may be substituted for the additional upper-division coursework in Anthropology.
2. A GPA of "B" (3.0) for all work taken in Anthropology.
3. Classification review administered by the graduate adviser.

Study Plan

The 30-unit study plan for the degree must include the following:

Anthro 511 Theory and Method in Biological Anthropology (3)

Anthro 512 Theory and Method in Archeology (3)

Anthro 513 Theory and Method in Cultural/Linguistic Anthropology (3)

Anthro 597 Project (6) or Anthro 598 Thesis (6)

Three additional graduate seminars (Anthro 504T) in Anthropology (9 units)

400-level or graduate work in Anthropology or related fields (6 units)

Up to six units of Anthropology 599 Independent Graduate Research may be used for the last requirement above. For continuation in the program an average of "B" (3.0) for all work in the study plan must be maintained.

Students must remain continuously enrolled, either by enrolling in at least one Anthropology course each semester or by enrolling in Graduate Studies 700. Students may request a waiver of this requirement for one or two semesters if professional purposes require absence from campus. A student who is not continuously enrolled will be required to apply for readmission to the program.

A thesis or a project, including an oral examination, must be completed for the degree.

The progress of graduate students will be reviewed prior to classification and again before advancement to candidacy. Students must demonstrate competence in a foreign language or quantitative methods.

For further information, consult the graduate program adviser. See also the Department of Anthropology's website (http://anthro.fullerton.edu).

ANTHROPOLOGY COURSES

Courses are designated as ANTH in the class schedule.

100 Non-Western Cultures and the Western Tradition (3)

An examination of the changing views of man, nature and culture in Western civilization as related to the impact of non-Western influences, including the use and interpretation of data on non-Western peoples and cultures.

101 Introduction to Biological Anthropology (3)

Humans as biological organisms from an evolutionary perspective. Concepts, methods, findings and issues in the study of the Order primates, including the relationships among fossil monkeys, apes and humans, and the significance of genetic diversity in modern populations. (CAN ANTH 2)

102 Introduction to Cultural Anthropology (3)

The nature of culture and its significance. Uniformities and variations in human cultures. Cultural analyses of major institutional forms such as the family, economy, government, religion and art with an emphasis on preliterate peoples. Central problems of cultural comparison and interpretation. (CAN ANTH 4)

103 Introduction to Archaeology (3)

Prerequisite: completion of General Education Category III.C.1. Relationship of archaeology, culture history and culture process, field methods and analysis of archaeological data; the uses and abuses of archaeology. World culture history from Pleistocene beginnings to the threshold of civilization. (CAN ANTH 6)

110 Ancient Peoples of the American Southwest (3)

Introductory-level exploration of the lifeways of prehistoric peoples of the American Southwest as evidenced through archaeological remains and through Native American perspectives.

300 Language and Culture (3)

Prerequisite: completion of General Education Category III.C.1. Language as a factor in culture. Trends in the study of language and culture.

301 Primate Behavior (3)

Prerequisite: Anthro 101 or 102 or Psychology 101 or completion of General Education Category III.A.2. The anthropological study of the behavior of primates including monkeys and apes with data collection in the wild and the laboratory; review and discussion of behavioral characteristics that are part of the primate heritage of humankind.

304 Traditional Cultures of the World (3)

Prerequisite: completion of General Education Category III.B.2. A comparative, worldwide survey of traditional, selected and well-studied ways of life using ethnographic writings, novels and films. Examines representative bands, tribes, chiefdoms, primitive states and folk societies.

305 Anthropology of Religion (3)

Prerequisite: completion of General Education Category III.B.2. Beliefs and practices in the full human variation of religious phenomena, with an emphasis on primitive religions. The forms, functions, structures, symbolism, and history and evolution of religious systems.

306 Comparative Aesthetics and Symbolism (3)

Prerequisite: completion of General Education Category III.B.2. The metaphysical and mystical systems underlying the "grammars" of the art, myths, and rituals of various nonliterate and literate peoples and their development into creative experiences.

308 Culture and Aging: Anthropological Gerontology (3)

Prerequisite: Anthropology 100 or 101 or 102 or 103. Anthropological discourse on diverse cultural conceptions of aging as they relate to gender, class, ethnic and religious categories. Cross-cultural comparison of culturally patterned time-table of life-cycle and age-grades for understanding the universals and variability in human aging.

310 Urban Anthropology (3)

Prerequisite: Anthro102. A cross-cultural investigation of similarities and differences in urbanism with an emphasis on current theoretical and methodological perspectives in the study of urban social and cultural forms and processes.

311 Culture and Communication (3)

Prerequisite: completion of General Education Category III.B.2. How culture meaning and manipulation are constituted in both traditional and modern cultures through language, mythology, ritual, architecture, religion, and other communication systems.

313 Culture & Personality: Psychological Anthropology (3)

Prerequisite: Anthro 102. The relationship between the individual and the culture. Child training in non-western cultures. Survey of concepts, studies, and research techniques.

315 Culture and Nutrition (3)

Prerequisite: Anthro 101 or 102. Interrelationships between human nutrition, basic food resources, individual development and socio-cultural organization; includes assessment of student's nutritional status, beliefs, and practices relative to other cultures.

316 Anthropology of Sex and Gender (3)

Prerequisites: completion of General Education Category III.C.1. This course examines human sex and gender roles in cross-cultural perspective and the role that gender plays in human social organization. Topics covered include cultural construction of gender; homosexuality, rights of women, evolution and gender. (Same as Women's Studies 316)

319 Environmental Anthropology (3)

Prerequisites: General Education Category III.A.1 or III.A.2. This course uses an integrated perspective based in human evolutionary ecology to stimulate student thinking regarding the complex interrelationships between demography, conservation and economic development. There are case studies of conservation and populations in the developing world.

320 Cultures of Europe (3)

Prerequisite: Anthro 102 or equivalent. A cultural survey of Europe, focusing on the peasant, national, and pan-European traditions of Europe. Diverse anthropological approaches are used to examine changing boundaries of European identity from prehistory to the present "European Union."

321 The American Indian (3)

Prerequisite: Anthro 102. North American Indians north of Mexico; origin, languages, culture areas, cultural history; the impact of European contacts.

322 Human Behavioral Ecology (3)

Prerequisite: completion of General Education Category III.A.2.c. Using modern evolutionary theory, students will examine human biological and cultural diversity through an analysis of comparative socioecology. Topics covered include reproduction and marriage, the family, childhood, population growth, and conservation. Computer labs utilizing eHRAF. (Same as Biology 322.)

325 Peoples of South America (3)

Prerequisite: Anthro 102. Central and South America. Representative cultural areas before and after contacts with Western countries.

327 Origins of Civilizations (3)

The development of civilization in both the Old and New Worlds in primary centers such as Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica and Peru, and secondary centers such as the Aegean and Europe.

328 Peoples of Africa (3)

Prerequisite: Anthro 102. A cultural survey of Africa. Description of selected cultures and aspects of culture before and after contact with non-Africans.

329 Peoples of the Caribbean (3)

Prerequisite: Anthro 102 or equivalent. A survey of the various ethnic groups of the Caribbean, focusing on the description and interpretation of African, European, Asian and Amerindian cultural elements.

332 Women in Cross-Cultural Perspective (3)

Prerequisite: Anthro 102. The influence of biological determinants as they are shaped by cultural beliefs, values, expectations and socially defined roles for women. The changing role of women in industrial society.

333 Anthropology of Childhood (3)

Prerequisite: General Education Category III.A.2 or III.C.1. Using a biocultural perspective, students examine the form and experiences of childhood using a comparative, evolutionary, cross-cultural approach. Topics: work and play, evolutionary and cultural influences on children's development trajectories, the role of children. Computer labs with eHRAF.

340 Peoples of Asia (3)

Prerequisite: Anthro 102. A survey of Asian civilizations and cultural traditions, emphasizing the study of the personality configurations in different culture areas, the analysis of the structure of Asian civilizations, and an examination of the peasant, tribal and ethnic groups of Asia.

342 Anthropology and Health (3)

Prerequisite: completion of General Education Category III.A.2 and III.C.1. In this course students use a comparative, cross-cultural perspective to understand the process and conception of health in different societies. Topics covered include: health beliefs, health ecology, culture and health. Computer labs utilizing eHRAF.

344 Human Evolution (3)

Prerequisite: Anthro 101 or completion of General Education Category III.A.2. Advanced primate evolution; the origin of Homo sapiens as evidenced in the fossil record and through biochemical and molecular studies. Evolutionary theory and problems in human evolution. (2 hours lecture, 3 hours laboratory)

345 Peoples of the Middle East and North Africa (3)

Prerequisite: Anthro 102. Interrelationship between culture, economy, political structure and belief system of selected cultures in the Middle East and North Africa.

347 Peoples of the Pacific (3)

Prerequisite: Anthro 102. The indigenous peoples and cultures of the Pacific Islands, including Tahiti, Hawaii and Australia. The forces and processes contributing to social change in island communities and current problems being faced by them.

350 Culture and Education (3)

Prerequisite: completion of General Education Category III.C.1. The transmission of values, implicit cultural assumptions, and the patterning of education in cross-cultural perspective. American culture and development problems.

360 Contemporary American Culture (3)

Prerequisite: Anthro 102. Application of anthropological methods, categories of analysis, and types of interpretation to American culture. Survey and critique of selected community studies and other kinds of relevant research.

370 Anthropology of Non-Western Films (3)

Prerequisite: Anthro 100 or 102 or 304. Comparative analytical study of commercial and non-commercial films and videos made by non-western people. Films and videos considered as cultural artifacts that are particularly revealing of the ways people conceive of themselves and their cultures.

400 Cultural Analysis: Qualitative Methods in Anthropology (3)

Prerequisite: Anthro 102. An examination of the qualitative methods that are used in the analysis of culture; review of recent methodologies developed in the framework of semiotic, phenomenological, and interpretive anthropology.

401 Ethnographic Field Methods (3)

Prerequisites: Anthro 102 and six additional units of anthropology. Anthropological field research by students on various problems using participant observation techniques.

402 Museum Science (3)

Methods, principles and techniques used in natural history, and small scientific and historical museums. Subjects covered include scope of exhibit and research collections, care and repair of specimens, acquisitions, storage and preparation of presentations in anthropological, historical, biological and paleontological museums.

403 Archaeological Fieldwork (3)

Prerequisites: Anthro 102 or 103 and consent of instructor. Excavation of a local archaeological site. Archaeological mapping, photography and recording. Laboratory methods of cataloging, preservation, description and interpretation of archaeological materials. Saturday field sessions. May be repeated once for credit as an elective. (1 hour lecture, 6 hours laboratory)

404 Analytical Methods in Archaeology (3)

Prerequisites: Anthro 103 and 403. The employment of physical data collecting techniques (e.g., photographic, paleomagnetic) in the field and the analysis of artifact collections and data from previous field operations in the laboratory. May be repeated once for credit as an elective. (1 hour lecture, 6 hours laboratory)

405 Human Osteology (3)

Prerequisite: consent of instructor. Techniques in the basic identification of human skeletal remains. Aging, sexing, racing and stature reconstruction. For those interested in archaeology, hominid evolution and/or forensic science. (2 hours lecture, 3 hours laboratory)

406 Descriptive Linguistics (3)

(Same as Linguistics 406)

407 Anthropological Video Production (3)

Prerequisite: six upper-division units of anthropology. Planning, shooting, and editing videotapes relating to all sub-disciplines of anthropology. (1 hour lecture; 6 hours laboratory activities, demonstrations, and fieldwork)

408 Ethnogerontology (3)

Prerequisite: Anthro 102. Learning the methods of ethnoscience and interpretive semiotics for analyzing cultural knowledge and domains pertaining to aging. Training in ethnographic cultural analysis of aging for the production of ethnographies that focus on the symbols, taxonomies, paradigms, and themes of aging.

409 Applied Anthropology (3)

Prerequisite: Anthro 102. The uses of anthropological skills and sensitivities in approaching contemporary human problems. Cultural change, organizational development, program planning and evaluation, the consultant's role, and professional ethics.

412 Culture Change (3)

Prerequisite: Anthro 102. Interrelations between cultural, social and psychological processes in the dynamics of culture growth and change. Impact of western technology on tribal and peasant societies. Anthropological contributions to the planning of directed sociocultural change in selected areas.

414 Economic Anthropology (3)

Prerequisite: Anthro 102. The ethnology and ethnography of economic life, principally in non-Western societies; the operation of systems of production and distribution within diverse cultural contexts.

415 Anthropology of Tourism (3)

Prerequisites: Anthro 102. Tourism and travel as cultural practices. Examines domestic and international tourism; perspective of both hosts and travelers; global economy and tourism; souvenirs, artifacts and symbolic landscapes; tourism as pilgrimage.

416 Anthropological Linguistics (3)

Nature and functions of language; language structure and change; classification of languages; use of linguistic evidence in anthropology. (Same as Linguistics 416)

417 Life Quests (3)

Prerequisite: Anthro102. Contemporary ways to wisdom and humanness in cross-cultural and historical perspectives. New and comparative approaches to understanding the life cycle, development and fulfillment of individual personalities.

418 GIS and Archaeology (3)

Prerequisite: Anthro103 or equivalent course and junior or senior standing. This course is an introduction to the use of Geographic Information Systems as they apply to the study of archaeology. The course focuses on the spatial analysis of past cultural remains from anthropological perspectives.

420 Visual Anthropology (3)

Prerequisites: Anthro 100, 101, 102, 103, or equivalent. An examination of the development of the field of visual anthropology and an analysis of the changing and diverse approaches to the use of visual media in representing and interpreting other cultures.

423 The Ancient Maya (3)

Prerequisite: Anthro102, 103. The archaeology and ethnohistory of the Maya area of Southern Mesoamerica. The problems of initial settlement of the area and the "rise" and dynamics of ancient Maya civilization.

424 The Aztecs and Their Predecessors (3)

Prerequisite: Anthro 102, 103. Archaeological survey of principal Mesoamerica pre-Columbian cultures north and west of the Maya area. The Aztecs and their predecessors, religion, art, architecture, intellectual achievements and the Olmec heritage.

425 Advanced Topics in Human Osteology (3)

Prerequisites: Anthro 405 and consent of instructor. Analytical methods stressing morphological examination of human bone in a laboratory setting (determination of human, prehistoric; analysis of fragmented and commingled remains; basic identification and report writing; pathological conditions). For those interested in archaeology, hominid evolution and/or forensic science.

441 Human Variation (3)

Prerequisite: Anthro 101. The processes underlying and the theories for the existence of the present variation between and within human populations. The genetics of human populations and the significance of racial classifications. (2 hours lecture, 3 hours laboratory)

442 Medical Anthropology (3)

Prerequisite: Anthro 101 or 102 or Psychology 101. Human health and disease and their relationship to cultural practices, beliefs and environmental factors; histories of various diseases as factors of cultural change; health care delivery systems.

451 Advanced Human Evolution (3)

Prerequisites: Anthro 322 or 344 or Biology 274. This course uses life history theory to examine the evolutionary ecology of human behavior. Topics covered include the human life course, resource acquisition, parenting, and fertility. Computer labs utilizing eHRAF. (Same as Biology 451)

460 Public Archaeology in California (3)

An archaeological survey of California, emphasizing the examination of recent scientific excavations. Analysis of new archaeological methods, current research specializations, responsibilities of the modern archaeologist, and review of legislation affecting archaeology.

470 Survey of Anthropological Films (3)

Prerequisite: Anthro 100 or 101 or 102 or 103. Survey and analysis of the uses of film and video in anthropological research, teaching, theory, methodology. Films are studied not only for their anthropological content, but also as artifacts of western culture which reveal significant aspects of that culture.

475 Research Methods in Primatology (3)

Prerequisite: Anthro 301 or completion of General Education Category III.A.3. This course prepares students to conduct advanced behavioral research on non-human primates. It focuses on research design, data collection techniques, ethical and other situations unique to captive or to field settings, statistics, literature resources, permits, and disease transmission.

476 Archaeological Investigations (3)

Prerequisite: Anthro 102 or 103. Methodology and practice of archaeological fieldwork. May be repeated for credit. (1 hour lecture, 6 hours laboratory)

480 History of Anthropology (3)

Prerequisite: Anthro 102. The principal contributions of anthropologists 1850-1950; evolutionary, diffusionist, historical, particularist, configurationalist, and culture and personality approaches in anthropology.

481 Contemporary Anthropology (3)

Prerequisite: Anthro 102 or consent of instructor. Anthropologists from 1950 to the present; neoevolutionist, sociological, structuralist, psychological and symbolic approaches.

490T Undergraduate Seminar in Anthropology (3)

Prerequisite: consent of instructor. Topics in anthropology. May be repeated for credit.

491 Internship in Anthropology (3)

Prerequisites: 18 upper-division units in anthropology and/or related fields. Career opportunities. On-the-job training under faculty supervision in museum, industry or governmental service. May be repeated for credit for a total of six units.

497 Ethnographic Investigations (3)

Prerequisite: Anthro102 and 401 or equivalent. Training in the methodologies of participant observation and interview techniques; investigation and description of cultural domains such as religion, health, economics, politics, and family and ethnic boundaries. May be repeated for credit for a maximum of six units.

498 Museum Practicum (3)

Prerequisite: at least 15 units of anthropology and consent of instructor. Practical experience in museum operations, using the facilities of the Anthropology Museum. Topics covered include exhibit preparation, membership and funding operations, catalogue preparation and outreach activities. May be repeated for credit for a maximum of six units.

499 Independent Study (1-3)

Prerequisites: at least 15 units of anthropology and consent of adviser. Individual research project involving either library or fieldwork. Conferences with the adviser as necessary. Results in one or more papers. May be repeated for credit.

504T Seminar: Selected Topics in Anthropology (3)

Prerequisite: completion of undergraduate major in anthropology and/or graduate standing or consent of instructor. The topic chosen and a general outline of the seminar are circulated prior to registration. May be repeated.

507 Grammatical Analysis (3)

(Same as Linguistics 507)

511 Theory and Method in Biological Anthropology (3)

Prerequisites: completion of undergraduate major in anthropology and/or graduate standing or consent of instructor. Basic theoretical positions and methodological spectrum in biological anthropology.

512 Theory and Method in Archaeology (3)

Prerequisites: completion of undergraduate major in anthropology and/or graduate standing or consent of instructor. Basic theoretical positions and methodological spectrum in archaeological anthropology.

513 Theory and Method in Cultural/Linguistic Anthropology (3)

Prerequisite: completion of undergraduate major in anthropology and/or graduate standing or consent of instructor. Basic theoretical positions and methodological spectrum in cultural and linguistic anthropology.

597 Project (3,6)

Prerequisite: graduate standing and consent of instructor. The completion of a project derived from original field or laboratory research, and/or from library study. May be repeated for credit to a maximum of 6 units.

598 Thesis (3,6)

Prerequisite: graduate standing and consent of instructor. The writing of a thesis based on original field or laboratory research, and/or on library study, and its analysis and evaluation. May be repeated for credit to a maximum of 6 units.

599 Independent Graduate Research (1-3)

Prerequisite: consent of adviser. Individual research involving fieldwork, laboratory, or library study, and conferences with a project adviser as necessary, and resulting in one or more papers. May be repeated for credit.



Art

College of the Arts

DEPARTMENT CHAIR

Larry Johnson

DEPARTMENT OFFICE

Visual Arts 102

DEPARTMENT WEBSITE

http://www.art.fullerton.edu

PROGRAMS OFFERED

- Bachelor of Arts in Art
  - Art History
  - General Studio Art
  - Teaching
- Bachelor of Fine Arts in Art
  - Ceramics
  - Crafts
  - Creative Photography
  - Drawing and Painting
  - Entertainment Art/Animation
  - Graphic Design
  - Illustration
  - Printmaking
  - Sculpture
- Minor in Art
- Master of Arts in Art
  - Drawing and Painting (including Printmaking)
  - Sculpture
  - Crafts (including Ceramics, Glass, Wood, Jewelry/Metalsmithing)
  - Design (including Graphic Design, Illustration, Exhibition Design, Creative Photography)
  - Art History
- Master of Fine Arts in Art
  - Drawing, Painting, and Printmaking
  - Sculpture
  - Ceramics (including Glass)
  - Crafts (including Jewelry/ Metalsmithing, and Woodworking)
  - Design (including Graphic Design, Illustration, and Exhibition Design)
  - Creative Photography
- Certificate in Museum Studies

FACULTY

Ana-Victoria Aenlle, Joseph Biel, Bryan Cantley, Ruth Capelle, John Carter, Kyung Sun Cho, Dorte Christjansen, Eileen Cowin, Cliff Cramp, John T. Drew, Joe Forkan, Maurice Gray, Charles Grieb, Arnold Holland, Jim Jenkins, Jade Jewett, Larry Johnson, Linda Kroff, Donald Lagerberg, Dana Lamb, John Leighton, Sergio Lizarraga, Clinton MacKenzie, Mike McGee, Theron Moore, Zena Pearlstone, Joanna Roche, Jerry Samuelson, Christina Smith, Vincent Suez, Lawrence Yun

ADVISERS

Undergraduate: Contact department office.

Graduate: Mike McGee

INTRODUCTION

The Department of Art is accredited by the National Association of Schools of Art and Design.

The Department of Art offers programs which include the scholarly fields of art history, theory, analysis and criticism; the studio fields of drawing and painting, entertainment art/ animation, printmaking, sculpture, crafts (including jewelry, wood and metal), ceramics (including glass), graphic design, creative photography, illustration, and exhibition design; and the single subject teaching field of art education.

Curricular plans for the Bachelor of Arts and the Bachelor of Fine Arts have been developed to meet the individual needs and interests of students in art.

The general objectives of the programs are to provide a comprehensive learning environment which contributes conceptually and technically to the development of the art historian, the visual artist and the art teacher. Specifically, the programs provide opportunities for students to: (1) develop a knowledge and understanding of fundamental visual experience and concepts basic to many forms and fields of art; (2) develop a critical appreciation of historical and contemporary art forms as they relate to individual and social needs and values; (3) creatively express one's personal experience and thought with visual skill and clarity; (4) develop knowledge and skills necessary to pursue graduate studies in visual arts, or to teach art and (5) develop the understanding and expertise applicable to professional practice.

BACHELOR OF ARTS IN ART

The 120-unit Bachelor of Arts degree offers concentrations in Art History, General Studio Art and Teaching. The program objectives are to provide correlative experiences, information and theory.

The Art History concentration emphasizes the area of art history, theory, and appreciation and is particularly recommended for those students who wish to pursue graduate studies in art history or museum studies.

The General Studio Art concentration is a varied curriculum that provides a broad education in the visual arts.

The Teaching Concentration prepares students to meet the requirements for admission to the Credential Program teaching art, grades K-12. Students are encouraged to work with the department adviser and/or the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, major and electives.

Students in the Bachelor of Arts in Art program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of

graduation with a bachelor's degree (see "Graduation Requirements for a Bachelor's Degree" elsewhere in this catalog.)

In addition to the requirements listed below for the major, students must meet the other university requirements for a bachelor of arts degree. Students in the Teaching Concentration must also meet specific requirements for the desired teaching credential.

All art majors must take Art 300, Writing in the Visual Arts, and pass the university's Examination in Writing Proficiency (EWP) after achieving junior standing (60 units). Testing dates for the EWP are available from the Testing Center or the Academic Advisement Center.

To earn a Bachelor of Arts in Art students must achieve grades of "C" (2.0) or better in all art courses required for the degree.

ART HISTORY CONCENTRATION

Preparation for the major (lower-division - 21 units)

Art 201A, B Art and Civilization (3,3)

Lower-division studio courses (3,3)

Approved electives in art, American studies, anthropology, history, literature, music, philosophy or theatre (3,3,3)

The major (upper-division - 33 units)

Art 300 Writing in the Visual Arts (3)

Art 480T Selected Topics in Art History (3)

Art 481 Seminar in Art History (3)

Approved upper-division elective (3)

Upper-division art history (21)

GENERAL STUDIO ART CONCENTRATION

Lower-Division (27 units)

Art 103 Two-Dimensional Design (3)

Art 104 Three-Dimensional Design (3)

Art 107A,B Beginning Drawing and Painting (3,3)

Art 117 Life Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art Electives (3,3)

Select at least two courses from two of the following areas: graphic design; entertainment art/animation; illustration; printmaking; creative photography; sculpture; ceramics; crafts; drawing and painting.

Upper-Division (27 units)

Art 300 Writing in the Visual Arts (3)

Art History (3,3)

Studio Area (12 units)

Select one course from each of the following: (1) drawing and painting; (2) sculpture, creative photography, printmaking; (3) crafts and ceramics; (4) graphic design, illustration, entertainment art/animation.

Electives (3,3)

Choose two courses from at least two different categories of the following: drawing and painting; printmaking; creative photography; sculpture; crafts (glass); ceramics; graphic design; illustration; exhibition design; art education; entertainment art/animation.

TEACHING CONCENTRATION

Single Subject Instruction
(Qualifies for Teaching Art in Grades K-12)

Preparation for the major (lower-division-30 units)

Art 103 Two-Dimensional Design (3)

Art 104 Three-Dimensional Design (3)

Art 106A Beginning Ceramics (3)

Art 107A,B Beginning Drawing and Painting (3,3)

Art 117 Life Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art 205A Beginning Crafts (3)

Art 207A Drawing and Painting (3)

Major requirements (upper-division - 24 units)

Select Drawing and Painting, Crafts or Creative Photography or Computer Design Emphasis.

Drawing and Painting Emphasis

Art 300 Writing in the Visual Arts (3)

Art 307A Drawing and Painting (3)

Art 310A Watercolor (3)

Art 312 Modern Art (3)

Art 317A Life Studies, Drawing and Painting (3)

Art 347A Printmaking Etching (3)

Art 363B Illustration (3)

Art 441 Media Exploration for Teaching Art (3)

Crafts Emphasis

Art 300 Writing in the Visual Arts (3)

Art 305A Advanced Crafts (3)

Art 306A,B Advanced Ceramics (3,3)

Art 312 Modern Art (3)

Art 315A Jewelry (3)

Art 363B Illustration (3)

Art 441 Media Exploration for Teaching Art (3)

Creative Photography and Computer Design Emphasis

Art 300 Writing in the Visual Arts (3)

Art 338A,B Creative Photography (3,3)

Art 363B Illustration (3)

Art 441 Media Exploration for Teaching Art (3)

Art 478 Studio Expanded: Other Genre (3)

Art History (3)

Select one course from the following:

Art 483E Computer Assisted Graphics (3)

Art 483F Design for Interactive Art (3)

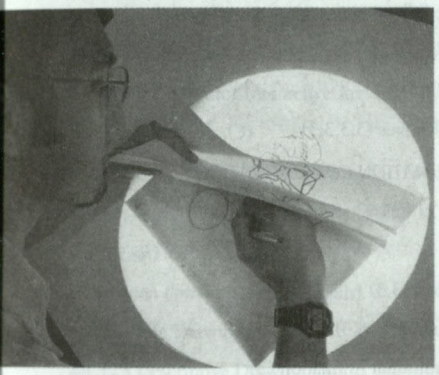
Credential Requirements

The B.A. in Art (Teaching Concentration) may be effectively combined with subject matter studies necessary for either the multiple subject teaching credential (K-8) or single subject credential (7-12) in

art. Undergraduates are encouraged to work with the faculty adviser in art and the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the concentration and electives. With careful planning it may be possible to take certain education courses in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teaching Education office in the School of Education (717-278-3411) for information on attending an overview presentation.

General Program Requirements

1. Be advised by a faculty adviser in art education.
2. Fulfill credential requirements listed in the credential program section of the catalog (see "Teacher Education" or "Credentials" in the index).



3. Meet the requirements listed under the Teaching Concentration.
4. Apply and be admitted to a credential program prior to enrollment in Art Ed 442, professional education courses and student teaching. Contact the Admission to Teaching Education office in the School of Education.
5. Be accepted for teacher education and student teaching based on candidate quotas, portfolio review, and evidence of success in completed university course work.
6. Be recommended by the faculty adviser in art education.
7. Complete Secondary Education prerequisites 310 and 320 or equivalents prior to applying to the teacher education program for the Single Subject credential.
8. Pass C-BEST exam prior to admission to the credential program.
9. Complete Secondary Education prerequisites 330, 340 and 404/407 before extern semester.
10. Have a G.P.A. of 2.89 overall, 3.0 in major.

Single Subject Credential Preparation

First semester (extern): 15 units

Second semester (intern): 15 units

Upon completion of above program the student is eligible for a partial or preliminary credential. A clear credential requires nine additional units of state-mandated courses within a specified period of time.

Multiple Subject Credential Preparation

The following three courses are recommended for all students intending to teach in the elementary schools in multiple subject classrooms.

Art 380 Art and Child Development (3)

Music 333 Music and Child Development (3)

Theatre 402 Dramatic Activities for Children (3)

The following additional list of courses would be strongly recommended for students who wish to expand their knowledge in any or all of the arts:

Art 101, 103, 104, 106A, 107A, 201A,B, 310A,B, 330, 380, 441

Dance 101, 112, 122, 132, 142, 323A,B, 422

Music 111, 281B,P,S,W, 283

Theatre 100, 263A,B, 276, 277, 370A,B, 402A,B, 403A,B

BACHELOR OF FINE ARTS IN ART

The Bachelor of Fine Arts degree is a professional program providing directed studies in nine studio concentrations within the visual arts. The program is designed for students seeking in-depth preparation for specialized goals selected from one of the following areas: ceramics, crafts, creative photography, drawing and painting, entertainment art/animation, graphic design, illustration, printmaking, and sculpture. The program develops the understanding and advanced specialized skills applicable to professional practice and to meet entrance requirements to graduate school.

Admission Requirements

Upon admission to the University as an art major, students are placed in the Bachelor of Arts category, whether entering as a freshman or transferring from a community college. Upon proof of completion of the 12 lower-division studio units listed below with a "B" (3.0) or better gradepoint average, students may contact the Art Department for changing their academic objective to the Bachelor of Fine Arts in Art.

Art 103 Two-Dimensional Design (3)

Art 104 Three-Dimensional Design (3)

Art 107A Beginning Drawing (3)

Art 107B Beginning Painting (3)

Program Requirements

The 132-unit Bachelor of Fine Arts degree program requires a minimum of 81 units in art: The 12 units of studio art "Admission Requirements" plus 12 units of Art History and 57 units of studio art. The major is divided into 21 units of lower-division preparation and 48 upper-division units. In addition to the minimum 69-unit requirement for the B.F.A. degree, students must meet the other university requirements for a bachelor's degree (see the University Catalog and Class Schedule).

Since the Bachelor of Fine Arts in Art is a high-unit program, majors are exempt from the Second Language Graduation Requirement.

To earn a Bachelor of Fine Arts in Art, students must achieve grades of "C" (2.0) or better in all art courses required for the degree.

In addition to Art 300 Writing in the Visual Arts (*below), students must also take and pass the Examination in Writing Proficiency (EWP).

CERAMICS CONCENTRATION

Preparation (lower-division - 21 units)

Art 106A,B Beginning Ceramics (3,3)

Art 117 Life Drawing (3)

Art 201A,B Art and Civilization (3,3)

Lower-division studio electives (3,3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 306A,B Advanced Ceramics (3,3)

Art 326A,B Ceramic Sculpture (3,3)

Art 424A,B Glass Blowing (3,3)

Art 484A or 484B or Art 484C Special Studies in Ceramics and Glass (3,3,3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3,3)

CRAFTS CONCENTRATION

Preparation (lower-division - 21 units)

Art 123 Descriptive Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art 205A,B Beginning Crafts (3,3)

Lower-division studio electives (3,3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 305A,B Advanced Crafts (3,3)

Select 12 units from:

- Art 306A,B Advanced Ceramics (3,3)
- Art 315A,B Jewelry (3,3)
- Art 330 Creative Papermaking (3)
- Art 364A Stained Glass (3)
- Art 364B Stained Glass/Kiln Working (3)

Art 485A,B,C, or F Special Studies in Crafts (3,3)

Art 495 Internship in Art (3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3,3)

CREATIVE PHOTOGRAPHY CONCENTRATION

Preparation (lower-division - 21 units)

- Art 117 Life Drawing (3)
- Art 201A,B Art and Civilization (3,3)
- Art 238 Photo Visual Concepts (3)
- Art 247 Introduction to Linoleum and Woodcut Prints (3)
- Lower-division studio electives (3,3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 338A,B Creative Photography (3,3)

Art 348 Artists' Books (3)

Art 410 The Digital Studio (3)

Art 418 Seminar in Creative Photography (3)

Art 439 Creative Photo Studio Projects (3)

Art 478 Studio Expanded: Other Genre (3)

Art 489 Special Studies, Creative Photo (3,3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3,3)

DRAWING AND PAINTING CONCENTRATION

Preparation (lower-division - 21 units)

Art 117 Life Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art 207A,B Drawing and Painting (3,3)

Lower-division studio electives (3,3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 307A,B Drawing and Painting (3,3)

Art 317A,B Life Studies, Drawing and Painting (3,3)

Art 487A Special Studies, Painting (3)

Art 487B Life Studies, Drawing and/or Painting (3)

Choose nine units from the following:

Art 487A,B and/or C (3,3,3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3,3)

ENTERTAINMENT ART/ANIMATION CONCENTRATION

Preparation (lower-division - 21 units)

Art 117 Life Drawing (3)

Art 201A,B Art & Civilization (3,3)

Art 217 Life Drawing for Animation (3)

Art 253 Introduction to Traditional Animation (3)

Art 255 Introduction to 3D Computer Animation (3)

Lower-Division Studio Electives (3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Select two courses from:

- Art 317A Drawing and Painting (3)
- Art 317B Drawing and Painting (3)
- Art 317C Sculpting Life Forms (3)
- Art 355 3D Computer Animation (3)

Art 337 Animal and Wildlife Drawing (3)

Art 353A,B Animation (3,3)

Art 367 Elements of Sequential Art (3)

Art 373 Cartooning and Caricature (3)

Art 487E Special Studies in Entertainment Art/Animation (3)

Select 6 units from:

- Art 483B Pictorial Background Illustration(3)
- Art 483C Special Studies in Illustration (3)
- Art 487E Special Studies in Entertainment/Art Animation (3)
- Art 487S Special Studies in Sequential Art (3)

Art History (3,3)

Upper-division Art Studio Electives (3,3,3)

GRAPHIC DESIGN CONCENTRATION

Preparation (lower-division - 21 units)

Art 117 Life Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art 223A,B Lettering and Typography (3,3)

Art 223C typography Into Graphic Design (3)

Lower-division studio electives (3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 323A,B Graphic Design (3,3)

Art 338A Creative Photography (3)

Art 363A,B Illustration (3,3)

Art 483A Special Studies in Graphic Design (3,3)

Art 483E Computer Assisted Graphics (3)

Art 483F Design for Interactive Art (3)

Art 495 Internship (3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3)

ILLUSTRATION CONCENTRATION

Preparation (lower-division - 21 units)

Art 117 Life Drawing (3)

Art 123 Descriptive Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art 223A Lettering and Typography (3)

Lower-division studio electives (3,3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 317A,B Life Studies, Drawing and Painting (3,3)

Art 318A Drawing and Painting the Head and Hands (3)

Art 323A Graphic Design (3)

Art 363A,B Illustration (3,3)

Art 483C Special Studies in Illustration (3,3)

Art 495 Internship in Art (3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3,3)

PRINTMAKING CONCENTRATION

Preparation (lower-division - 21 units)

Art 117 Life Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art 207A Drawing and Painting (3)

Art 247 Introduction to Linoleum and Woodcut Prints (3)

Lower-division studio electives (3,3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 307A,B Drawing and Painting (3,3)

Art 317A,B Life Studies (3,3)

Art 338A Creative Photography (3)

Art 347A Printmaking Etching (3)

Art 347B Printmaking Lithography (3)

Art 487D Special Studies in Printmaking (3,3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3,3)

SCULPTURE CONCENTRATION

Preparation (lower-division - 21 units)

Art 117 Life Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art 216A,B Beginning Sculpture (3,3)

Lower-division studio electives (3,3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 316A,B Sculpture (3,3)

Art 317A,B or C Life Studies, Drawing and Painting and Sculpting Life Forms (3,3)

Art 326A Ceramic Sculpture (3)

Art 336 Moldmaking and Cast Sculpture (3)

Art 486A Modeling and Fabrication (3,3)

An adviser-approved sculpture course (3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3,3)

MINOR IN ART

Twenty-four units with a grade of "C" (2.0) or better are required for a minor in art; a minimum of 12 units are to be in upper-division courses in residence. A basic course in each of the following areas is required: (1) art history, theory, analysis and criticism; (2) design; (3) drawing and painting; and (4) crafts.

Recommended courses to meet the "basic courses" requirement are: (1) Art 201A or B; (2) Art 103 or 104; (3) Art 107A or B; (4) Art 106A or 205A. Completion of these courses will provide a reasonable foundation for entry into upper-division courses. Students planning to qualify for a standard teaching credential specializing in elementary or secondary teaching with art as a minor must obtain approval from the Art Department.

MASTER OF ARTS IN ART

This program provides a balance of study and practice for those who wish a career in the visual arts, or who want to prepare for further graduate work in the field. The program offers the following areas of concentration: (1) drawing and painting (including printmaking); (2) sculpture; (3) crafts (including ceramics, wood, glass, jewelry/metalsmithing); (4) design (including graphic design, illustration, exhibition design, creative photography); and (5) art history.

Application Deadlines

The deadlines for completing online applications to the university are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need

to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections.

Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/. The Art Department also has a supplemental application process. See http://www.art.fullerton.edu for further information.

Admission Requirements

1. Classified standing:
   a. A baccalaureate degree in art with the same concentration as the graduate degree objective from an accredited institution, or 24 upper-division units in art of which 12 units must be in a concentration completed with grades of "B" (3.0) or better. Applicants are advised that most upper-division courses require lower-division prerequisites. A faculty adviser should be consulted with regard to recommended courses.
   b. GPA minimum of 2.5 in the last 60 semester units attempted.
   c. Pass comprehensive review: held semiannually, the comprehensive review is an evaluation of the candidate by a committee comprised of faculty teaching in the area of concentration. The committee reviews the student's creative work, statement of purpose, academic and other relevant qualifications; assigned research papers are required of art history applicants in lieu of a portfolio. Procedures, dates and appointment times are avail able through the art department graduate office.
   d. Form a graduate committee.
   e. Development of an approved study plan.
   f. Art history program: reading knowledge of a foreign language is required before advancement to candidacy.
2. Conditionally classified standing: The same requirements as a. and b. above plus:
   c. 1) Studio program: Participation in comprehensive portfolio review with a recommendation by the committee of conditional acceptance.
      2) Art History program: Satisfactory review of research papers by art history faculty.
   d. Enrollment is allowed in graduate-level courses with the exception of Art 500A,B; 511; 512; 597; and 598.
   e. Passing the comprehensive review will be required for classified standing.

Study Plan

The degree program requires 30 units of graduate study approved by the student's graduate committee of which 15 units must be 500-level courses. The 30 units are distributed as follows:

1. Core courses in art history, philosophy, analysis and criticism (9 units)
   a. Studio program:
      Art 500A Graduate Seminar in Major Field (3)
      Art history program:
      Art 511 Seminar on the Content and Method of Art History (3) (ADMISSION WITH CLASSIFIED STANDING ONLY)
   b. Studio Program:
      Art 500B Graduate Seminar in Major Field (3)
      Art history program:
      Art 512 Seminar on Selected Topics in Art History (3) (ADMISSION WITH CLASSIFIED STANDING ONLY)
   c. 400-level course in art history, theory, analysis or criticism on the recommendation of the major adviser.
2. Concentration (12 units) 500-and/or 400-level courses in an area of concentration (minimum of six units at 500-Level)
3. Additional course work in the area of concentration or approved electives (3 or 6 units)
4. Art 597 Project (for studio); or Art 598 Thesis (for art history) (3 or 6 units) The M.A. study plan must be completed with no grade below "C" (2.0), a "B" (3.0) average, and "B" (3.0) or better in all courses in the area of concentration. Every graduate student is required to demonstrate writing ability commensurate with the baccalaureate degree. Two graduate seminars are certified to fulfill this university requirement. The Department of Art requires the studio candidate for the Master of Arts in Art to exhibit the project in one of the department's graduate galleries. The art history candidate is required to submit a written thesis based on a specific topic of research.

For further information consult the graduate program adviser and read the University Graduate Regulations section of this catalog.

MASTER OF FINE ARTS IN ART

The Master of Fine Arts in Art features a rigorous studio program for the serious, responsible and talented student. The curriculum and faculty challenge students to focus on the goal of becoming professional artists.

The M.F. A. program provides in-depth study within a 60-unit approved study plan in the following areas of concentration: (1) design (including graphic design, illustration, and exhibition design); (2) ceramics (including glass); (3) crafts (including jewelry/metalsmithing, and woodworking); (4) sculpture; (5) drawing, painting, and printmaking; and (6) creative photography.

Admission Requirements

1. Classified standing:
   a. Baccalaureate degree in art with the same concentration as the graduate degree objective from an accredited institution, or 24 upper-division units in art,18 of which must be in the concentration completed with grades of "B" (3.0) or better. Applicants are advised that most upper-division courses require lower-division prerequisites.
   b. Minimum grade-point average of 2.5 in the last 60 units attempted and have been in good standing at the last college attended.
   c. Pass the comprehensive portfolio review: Held semi-annually, the comprehensive portfolio review is an evaluation of the candidate by a committee comprised of faculty teaching in the area of concentration. The committee reviews the student's creative work, statement of purpose, academic and other

relevant qualifications. Procedures, dates, and appointment times are available through the Art Department Graduate Office. If the student's portfolio is not adequate, the applicant could still be recommended for conditionally classified standing by the faculty comprehensive review committee. However, the comprehensive portfolio review must be repeated.

d. Form a graduate committee.

e. Develop an approved study plan.

2. Conditionally Classified standing:

Conditionally classified students may enroll in graduate courses with the exception of Art 500A,B; 511, 512, 597; and 598. The comprehensive portfolio review must be repeated and passed to be recommended for classification.

Application Deadlines

The deadlines for completing online applications to the university are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections.

Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/. The Art Department also has a supplemental application process. See http://www.art.fullerton.edu for further information.

Study Plan

The M.F. A. degree program requires 60 units of graduate study. The study plan must be completed with grades of "C" (2.0) or better, an overall "B" (3.0) average or better and grades of "B" (3.0) or better in the concentration. Every graduate student is required to demonstrate writing ability commensurate with the baccalaureate. Two graduate seminars are certified to fulfill this university requirement. The 60-unit study plan is distributed as follows:

Areas (60 units total)

Theory, Criticism: Art 500A, 500B (6)

Art History (9)

Studio Area of Concentration (24)

Studio Electives in Art (12)

Capstone Experience:

Independent Study: Research (3)

Studio Project (6)

Master of Fine Arts Project

The M.F. A. project exhibition constitutes a professional one-person art exhibit. It is installed in one of the department's graduate galleries and announced for public view by the student as the final phase of the M.F. A. program requirements.

POSTBACCALAUREATE UNCLASSIFIED

Students who do not have the prerequisites to qualify for the graduate program may apply to the university as a postbaccalaureate-unclassified student. Typically, students in this category have a bachelor's degree in art but need to meet the prerequisites for a different concentration; or did not major in art and must complete courses for the 24 upper-division art unit requirement. To qualify for admission, an applicant must hold a baccalaureate degree from an accredited institution, have attained a grade-point average of at least 2.5 in the last 60 units attempted and have been in good standing at the last college attended. Admission with postbaccalaureate standing does not constitute admission to the art graduate program or graduate degree curricula.

CERTIFICATE IN MUSEUM STUDIES

Courses leading to the certificate are designed to educate students in museum practices in preparation for entry into the museum profession. The curriculum includes instruction in the historical development and philosophical basis of collections, exhibitions and their design, and curatorship. A museum internship is required. The certificate in museum studies may be undertaken as a self-contained program or may be taken in conjunction with the Master of Arts in Art degree or the Master of Fine Arts in Art degree or, by special permission, with other graduate degrees in the university. (For an M.A. or M.F. A. in Art degree with an exhibition design emphasis see M.A. and M.F. A. emphases under the design concentration.)

Prerequisites

1. B.A. in Art or other major by special permission
2. Specific course prerequisites:
   a. 12 units in upper-division art history
   b. 6 units in graphic design and exhibition design
   c. 3 units of advanced writing (Communications 435 Editorial and Critical Writing; or Communications 362 Public Relations Writing; or English 301 Advanced College Writing)
   d. 3 units of beginning accounting

Study Plan

The certificate program requires 24 units. The 24 units are distributed as follows:

Art 464 Museum Conservation (3)

Art 481 Seminar in Art History (3)

Art 483D Exhibition Design (3)

Art 495 Internship in Art (3)

Art 501 Curatorship (3)

Art 503D Exhibition Design (3,3)

Course in museum education (3)

For further information, consult the Department of Art.

ART COURSES

Courses are designated as ART in the class schedule.

101 Introduction to Art (3)

Historical and contemporary art forms of painting, sculpture, architecture and design. Field trips required. Not open to art majors for credit except by permission of Art Department. (3 hours lecture)

103 Two-Dimensional Design (3)

Art concepts, aesthetic elements and materials of two-dimensional design and visual organization. (6 hours activity) (CAN ART 14)

104 Three-Dimensional Design (3)

Art concepts, aesthetic elements and materials of three-dimensional design and spatial organization. (6 hours activity) (CAN ART 16)

106A Beginning Ceramics (3)

Form as related to ceramic materials, tools, processes. Kiln loading and firing, hand building, wheel throwing and raku. (9 hours laboratory) (CAN ART 6)

106B Beginning Ceramics (3)

Prerequisite: Art 106A. Form as related to ceramics. Glaze batching and its application, and the presentation of ceramic technique. (9 hours laboratory)

107A Beginning Drawing (3)

Traditional and contemporary use of drawing materials integrated with visual experiences and art concepts. (6 hours activity) (CAN ART 8)

107B Beginning Painting (3)

Traditional and contemporary use of painting materials integrated with visual experiences and art concepts. (6 hours activity)

117 Life Drawing (3)

Drawing the live model. (3 hours activity)

123 Descriptive Drawing (3)

Descriptive drawing, rendering techniques and theories representing forms of nature. (6 hours activity)

201A, B Art and Civilization (3,3)

The ideas, forms and styles of the visual arts as they developed in various cultures from prehistoric time to the present. (3 hours lecture) (201A = CAN ART 2; 201B = CAN ART 4; 201A+201B = CAN ART SEQ A)

205A Beginning Crafts (3)

Prerequisites: Art 103, 104. Art 104 may be taken concurrently with 205A. Traditional and contemporary concepts and processes with emphasis on design principles in the development of aesthetic forms based on function. (9 hours laboratory)

205B Beginning Crafts (3)

Prerequisite: Art 205A. The development of esthetic forms based on function, with emphasis on design principles and the creative use of hand tools and power equipment. (9 hours laboratory)

207A, B Drawing and Painting (Experimental Methods and Materials) (3,3)

Prerequisites: Art 107A,B, 117 or equivalents. Traditional and contemporary concepts, methods and materials. (6 hours activity)

216A,B Beginning Sculpture (3,3)

Prerequisite: Art 104. The creative use of wood and metal, power equipment and hand tools. (9 hours laboratory) (216A=CAN ART 12)

217 Life Drawing for Animation (3)

Prerequisite: Art 117. A continuing course of the human figure. Designed to develop animation and student's skills of drawing from observation. Course may be repeated for credit. (6 hours activity)

223A Lettering and Typography (3)

Prerequisite: Art 103. The history, design and use of letter forms; the rendering and use of hand-lettered forms. (6 hours activity)

223B Lettering and Typography (3)

Prerequisites: Art 103 and 223A or equivalents. The history, design and use of letter forms; techniques for rough and comprehensive layouts and introduction to computer graphics. (6 hours activity)

223C Typography into Graphic Design (3)

Prerequisites: Art 103 and 223A. The study of technology and its application to typographic and graphic design solutions. This course provides a conceptual understanding of current technology as medium and tool in the creative process. (6 hours activity)

238 Photo Visual Concepts (3)

Prerequisite: Art 103. An introductory photography course for art majors. Course content includes the study of photographic vision and design, visual conceptualization and examination of the qualities of light through the use of instant and automatic cameras.

247 Introduction to Linoleum and Woodcut Prints (3)

Prerequisites: Art 107A,B. An exploration of woodcut, linocut and monoprint as a medium of personal expression. (9 hours laboratory)

253 Introduction to Traditional Animation (3)

Prerequisites: Art 103, 104, 117, 217. Principles and practices of traditional animation techniques ranging from the fundamentals of squash and kinetics and acting.

255 Introduction to 3D Computer Animation (3)

Prerequisites: Art 103, 104, and 107A,B. An introduction to the art of creating three-dimensional digital character animation.

263 Perspective Drawing (3)

Prerequisites: Art 107A and 123 or equivalents. Introduction to linear perspective systems used to develop and place natural and fabricated forms in space on a two-dimensional surface. Integrated with methods and techniques of rendering light, shadow and reflection on varied subject matter including the human figure.

300 Writing in the Visual Arts (3)

Prerequisite: junior standing. Principles, practices and objectives of writing in the visual arts. Includes descriptive, analytical and expressive essays; project and grant proposals; artist's statements; resumes; and professional correspondence. Satisfies the classroom portion of the upper-division writing requirements for art majors.

301 Ancient Art (3)

The developments in art from the Paleolithic to late antiquity.

302 Medieval Art (3)

The developments in art from the late antiquity through the Gothic.

305A,B Advanced Crafts (3,3)

Prerequisites: Art 205A,B. Advanced concepts and processes in the development of esthetic forms based on function, emphasizing individual growth and personal expression. (9 hours laboratory)

306A,B Advanced Ceramics (3,3)

Prerequisites: Art 103, 104 and 106A,B. Forms and the creative use of ceramic concepts and materials; design, forming, glazing and firing. (9 hours laboratory)

307A,B Drawing and Painting (3,3)

Prerequisites: Art 107A,B, 117, and 207A,B or equivalents. The concepts, materials and activities of drawing and painting, emphasizing individual growth, plan and craft. (6 hours activity)

310A,B Watercolor (3,3)

Prerequisites: Art 107A,B or equivalents. An exploration of watercolor media related to varied subject matter and design applications. Includes field trip activity. Provides skills and concepts useful for school art programs. (6 hours activity)

311 Foundations of Modern Art (3)

Prerequisite: upper-division standing. The history of painting and sculpture from the French Revolution to the end of the 19th century.

312 Modern Art (3)

Prerequisite: Art 101, 201A, or 201B, or upper-division standing and Art major. The history of painting, graphic arts and sculpture from late 19th century to World War II. (3 hours lecture)

315A,B Jewelry (3,3)

Prerequisites: Art 205A and 305A. Art 305A may be taken concurrently. Design and creation of jewelry. (9 hours laboratory)

316A,B Sculpture (3,3)

Prerequisites: Art 104 and 216A. Sculptural materials and processes. (9 hours laboratory)

317A,B Drawing and Painting (3,3)

Prerequisites: three units lower-division life drawing. Drawing and painting from the live model. (9 hours laboratory)

317C Sculpting Life Forms (3)

Prerequisites: ART 103, 104, 117, 217 and 317A or 318A. A three-dimensional investigation of any life form, its characteristics and expressive possibilities.

318A Drawing and Painting the Head and Hands (3)

Prerequisites: Art 107A,B and 117. Specialized problems in construction and anatomy of the human head and hands, and their principal use in drawing, painting and illustration. (9 hours laboratory)

318B Portraiture (3)

Prerequisites: Art 107A,B. Comprehensive problems in composition, concept, content and execution of portraits. (9 hours laboratory)

320 History of Architecture Before the Modern Era (3)

Prerequisite: upper division standing. A study of selected monuments from Stonehenge through the late Baroque. Interrelationship between patronage, style, function, structural principles and technological developments.

323A Graphic Design (3)

Prerequisites: Art 223A,B or equivalents. Development and projection of ideas in relation to the technical, aesthetic and psychological aspects of advertising art. Intermediate use of computer graphics. (6 hours activity)

323B Graphic Design (3)

Prerequisites: Art 223A,B,C and 323A, or equivalents, or consent of instructor. Development and projection of ideas in relation to the technical, aesthetic and psychological aspects of advertising art. Intermediate use of computer graphics. (6 hours activity)

324 Beginning Glass Casting (3)

Prerequisites: Art 103 and 104. Hot glass laboratory equipment and casting techniques. Introduction to hot pour, sand and kiln casting. (9 hours laboratory)

326A,B Ceramic Sculpture (3,3)

Prerequisites: Art 103, 104, 117. Development of ceramic technology into individual sculptural forms and techniques. (9 hours laboratory)

330 Creative Papermaking (3)

Prerequisites: Art 103 and 104. The use of papers and fibers as an art form. (9 hours laboratory)

336 Moldmaking and Cast Sculpture (3)

Prerequisite: Art 216A. Theories and techniques of rigid and flexible moldmaking incorporated with both cold material and hot metal casting processes. Course is recommended for concentrations in Entertainment Art/Animation, Ceramics and Crafts; required for Sculpture majors. (9 hours laboratory)

337 Animal and Wildlife Drawing (3)

Prerequisites: Art 107A,B, 117, and 317A. Principles and practices of drawing animals, including construction, anatomy, texture, movement and expression. Fundamentals, historical information and critiques are covered in the classroom; field studies are conducted at various zoos and wildlife habitats. (6 hours activity)

338A Creative Photography (3)

Prerequisite: Art 103 or its equivalent. The photographic media in personal expression. Historical attitudes and processes; new materials and contemporary aesthetic trends. Field trips required. (9 hours laboratory)

338B Creative Photography (3)

Prerequisite: Art 338A. The photographic medium as personal expression. Historical and contemporary aesthetic issues. Exploration of black and white, color and digital media. Field trips required. (9 hours laboratory)

343A Architecture of Cyberspace (3)

Prerequisites: Art 104 or equivalent and knowledge of Macintosh Operating Systems. Introduction to the logic of digital form. Explores the creation and understanding of 3-dimensional and 4-dimensional virtual forms. Investigation of data manipulation as a form generator. The extension of 3-D design studio in the digital realm. May be repeated once for credit. (9 hours activity)

347A Printmaking Etching (3)

Prerequisites: Art 107A,B, 117, and 247. Concept development, exploration and materials involved in printmaking techniques. Includes etching and aquatint. (9 hours laboratory)

347B Printmaking Lithography (3)

Prerequisites: Art 107A,B, 117, and 247. Concept development, exploration and materials involved in lithography. (9 hours laboratory)

348 Artists' Books (3)

Prerequisites: Art 103, 107A or 247. Personal vision and concepts applied to the book form as art; the history and aesthetics of artists' books. (6 hours activity)

353A Drawing for Animation (3)

Prerequisites: Art 117 and 217. Corequisite: Art 317A. Principles and practices of drawing characters, backgrounds and objects for animation. Construction, character design, movement and expression are taught in relation to current studio practice. May be repeated once for credit. (9 hours laboratory)

353B Animation (3)

Prerequisite: Art 353A. Advanced principles and practices of construction, character design, cleanup, movement and expression. Content is taught in relation to current studio practice. May be repeated once for credit. (9 hours laboratory)

355 3D Computer Animation (3)

Prerequisite: Art 255. Intermediate and advanced instruction in the art of creating three-dimensional digital character animation. Course may be repeated once.

357 Woodcuts and Monotypes (3)

Prerequisites: Art 107A,B or equivalents. The exploration of the woodcut and monotype as a means of personal expression. Emphasis on traditional as well as contemporary materials and trends. Course may be repeated once for credit. (9 hours laboratory)

363A Illustration (3)

Prerequisites: Art 103, 107A,B and 117. Story, book, magazine, and film illustration. (6 hours activity)

363B Illustration (3)

Prerequisite: Art 363A. Computer aided illustration. (6 hours activity)

364A Stained Glass (3)

Prerequisites: Art 103 and 104. Architectural and autonomous stained glass design and craftsmanship. (6 hours activity)

364B Stained Glass/Kiln Working (3)

Prerequisite: Art 364A. Flat glass fusing and slumping. Designs are fused together in kilns and slumped over or into molds to create sculptural relief and low vessel forms. (6 hours activity)

367 Elements of Sequential Art (3)

Prerequisite: Art 317A. Theory and practice of pictorial narrative in film story-board and graphic novel. Includes character and scenic design; story sketch, "breakdown" and production design. Considerations: plot, scene, exposition, transition and continuity. Individual and team projects. Repeatable once for credit. (6 hours activity)

373 Cartooning and Caricature (3)

Prerequisites: Art 107A,B, 117. Principles and practices of cartooning and caricature construction, anatomy and expression. Study will also include an historical overview of the field with an emphasis on professional applications and the impact of computer graphics. (6 hours activity)

377 The Figure: Alternative Representations (3)

Prerequisites: Art 117 (or equivalent) and 3 units of a lower-division studio course. An interdisciplinary course that explores alternative ways to create art that is based on the human figure. Students work in class with professional models or pursue individual projects. There are no media or style limitations. Experimentation is encouraged. Course may be repeated once for credit.

380 Art and Child Development (3)

Art concepts, materials and processes as they relate to child development. (6 hours activity)

383 Packaging Design (3)

Prerequisites: Art 103, 104, 223B, and 323A or their equivalent, working knowledge of the Macintosh computer. Principles and practices of design in relation to packaging graphics. Focus on conceptual development. Mechanical skills and historic elements of the discipline. Includes two field trips to a printing facility and design studio that specializes in packaging. Course may be repeated once for credit.

401 History of Women Artists (3)

Prerequisite: Art 201B. Study of art made by women in the context of major art historical developments from the 10th century to the present. Analysis of images of women and the evolution of gender stereotypes in art. (3 hours lecture)

410 The Digital Studio (3)

Prerequisite: any 300-level art studio class. This course is designed to give the student an understanding of digital imaging as a medium of visual expression. Computer applications for creating and manipulating images are fundamental for the contemporary visual artist.

413 History of Contemporary Art (3)

Prerequisites: Art 312 and 461. A historical perspective of contemporary art beginning with major developments in Europe and the United States in the 1950's. Emphasis on new materials, new exhibition methods, and in particular the major conceptual issues raised by individual artists and groups.

418 Seminar in Creative Photography (3)

Prerequisite: any 300-level art course. This course introduces studio art majors to photographic and media criticism and theory. The goal is to provide studio artists with the necessary theoretical background and context for creating and understanding their work in our current media culture.

424A,B Glass Blowing (3,3)

Prerequisites: Art 103, 104, 324. Creating hand-blown glassware and sculpture from molten glass using traditional and contemporary tools and techniques. Each course may be repeated once for credit. (9 hours laboratory)

431 Renaissance Art (3)

Prerequisite: Art 201B (art majors) or Art 101 (non-art majors). Painting, sculpture and architecture from the late 13th to 16th century in Italy. (3 hours lecture)

439 Creative Photo Studio Projects (3)

Prerequisites: Art 338A,B. This is an advanced technical class designed to perfect and refine photographic skills. Students will learn to integrate technical skills with creative options. Course may be repeated for credit to a maximum of nine units.

441 Media Exploration for Teaching Art (3)

Prerequisites: Art 103, 104, 107A,B, 205A. Exploring the art media used in secondary school art programs today. Materials for secondary art curriculum. Two and three dimensional media in subject matter applications. (6 hours activity)

448 Special Studies: Artists' Books and Art (3)

Prerequisites: Art 103, 107A, or 347A or 348. A studio art course for advanced students who want to continue to explore the book form as it relates to their personal aesthetic goals. (6 hours activity)

453A,B Exhibition Design (3,3)

Technical and aesthetic experience in problem-solving exhibition design concepts, evaluation and design analysis. The production of exhibitions in the University Art Gallery, their selection, design, installation, lighting and supportive interpretive material. (More than 9 hours laboratory)

460 Pre-Columbian Art (3)

Prerequisites: Art 201A,B or consent of instructor. An introduction to the art and architecture of Meso and South America from the early formative stage to the Spanish Conquest. Emphasis on aesthetic achievement with varying contexts of pre-Columbian culture.

461 American Art: 20th Century (3)

Painting and sculpture in America during the 20th century. The role of the visual arts in helping to define, reflect and challenge American values and institutions.

462 Latin American Art from 1800 to the 1950s (3)

Prerequisite: Art 311 or 312. History of painting, sculpture and the graphic arts in Latin America. Emphasis on the changing relationship to European Modernism and major principles of Latin American cultural and political identity as expressed in art. (3 hours lecture)

463 Native North American Art (3)

Prerequisite: Art 201A. A survey of the art and architecture of the Native Peoples of North America from c. AD 1 to the present. Emphasis on the relation between art and culture.

464 Museum Conservation (3)

Prerequisites: Art 453A and 6 units of art history or anthropology. The examination of the preservation of objects; the history, role and principles of conservation within a museum context. Three combined sessions at Conservation Center, LACMA; Huntington Library; J. Paul Getty Museum; and Museum of Cultural History, UCLA.

465 Art of Sub-Saharan Africa (3)

Prerequisite: Art 201A. A survey of the art and architecture of sub-Saharan Africa from c. 300 BC to present. Emphasis is on the relation between art and culture.

466 Museum Education (3)

Prerequisites: 6 units 300-400 Art History or equivalent. History of museum education, its philosophy and issues. Relationship with other museum departments, outreach programs, new technology. Events organization, writing interpretive materials, budgets and grants, conducting tours. Lectures, field trips and guest speakers.

470 History and Aesthetics of Photography (3)

Prerequisites: 201A,B. Photography from ancient optical observations through 19th-century invention to 20th-century acceptance as an art form. Aesthetic movement and influential innovators. Lectures, slides and class discussion.

472 Native Arts of California and the Southwest (3)

Prerequisites: Art 201A and 463. A survey of the native arts and architecture of California and the Southwest from c. 500 BC to present. Emphasis is on the relation between art and culture.

475 Professional Practices in the Arts (3)

Prerequisite: Art major with junior or above standing. Practices unique to the visual arts, including an overview of changing concepts in the art market, traditional roles in cultural context, portfolio development, strategies for protecting ideas and avoiding abuses, and long-term professional development.

478 Studio Expanded: Other Genre (3)

Prerequisite: any 400-level studio art course or permission of instructor. Exploration of various methods of expanding traditional studio approaches through the investigation of installation, performance and video art. May be repeated for credit to a maximum of 12 units, but no more than 3 units in a single semester. (6 hours activity)

479 Video: Aesthetics and Techniques (3)

Prerequisites: 6 units of upper-division studio art courses. This course is designed to advance the student's understanding of video as a medium of visual expression. Students will examine all aspects of fine art video: history, aesthetics, camera work, non-linear editing and post-production techniques. Course may be repeated for credit for a maximum of 12 units.

480T Selected Topics in Art History (3)

Prerequisites: Art 201A or B and consent of instructor. Detailed study of the work of individual artists, patronage in particular places, specific pictorial, sculptural and architectural programs or art history periods. Topics will be listed in the class schedule. Repeatable if topic is different.

481 Seminar in Art History (3)

Prerequisites: 6 units upper-division art history or equivalent. Study and evaluation in one area of art history and appreciation. May be repeated up to a maximum of 6 units.

483A Special Studies in Graphic Design (3)

Prerequisites: a minimum of six upper-division units in area emphasis or equivalent. Maximum of 12 units, but no more than 3 units in a single semester without permission of instructors. Advanced use of computer graphics. (6 hours activity)

483B Pictorial Background (3)

Prerequisites: Art 363A plus 3 upper-division units in area emphasis or equivalent. Team collaboration and individual development through the exploration of story concepts, research, design and media for rendering and painting background environments. Exposure to historical precedents, color theory, perspective, theatrical composition, painting and drawing media, and stylization for dramatic impact. Maximum of 12 units, but no more than 3 units in any one area in a single semester without permission of instructors.

483C Special Studies in Illustration (3)

Prerequisites: a minimum of six upper-division units in area of emphasis or equivalent. Maximum of 12 units, but no more than 3 units in any one area in a single semester without permission of instructors. (6 hours activity)

483D Special Studies in Exhibition Design (3)

Prerequisites: a minimum of six upper-division units in area emphasis or equivalent. Maximum of 12 units, but no more than 3 units in any one area in a single semester without permission of instructors. (More than 9 hours laboratory)

483E Computer Assisted Graphics (3)

Prerequisites: Art 323A or Art 363A and consent of instructor. Theory and practice of design using the computer. Students will explore the numerous applications of the computer through lecture demonstration, studio/laboratory experience, guest speakers and field trips. Maximum of 12 units, but no more than 3 units in a single semester without permission of instructors. (9 hours laboratory)

483F Design for Interactive Art (3)

Prerequisites: Art 323A, 323B, 483E or equivalents. Exploration of the creation of interactive art and design projects. A concentration in the advanced visual organization systems of art and design and how to apply those techniques to an interactive computer environment. Course may be repeated once for credit. (9 hours laboratory)

483G Entertainment Graphics (3)

Prerequisites: Art 323A, 323B, and 483E. An advanced course in entertainment graphics focusing on structure, procedure and standards of the entertainment design field. Students will work on projects from a major entertainment design group, developing concepts and designs for comparison with professional solutions. Course may be repeated for credit. Maximum 6 units.

483H Plein-air Painting and Location Drawing (3)

Prerequisites: Art 363A and/or 307A. Advanced painting and drawing projects that explore the theory and practice of representational art as applied to landscape as subject. Research of drawing and painting concepts and their historical precedents are stressed in this studio and on-location course.

483I Motion Graphics Design (3)

Prerequisites: Art 483E (including completion of all 483E prerequisites) and instructor's consent; knowledge of film production/ editing helpful. Translation of traditional graphic design into time and motion-based design. Exposure to historical precedents, film nomenclature, storyboarding, software/hardware for the creation of film titles, station/ program identification (logo/logotypes), promotion graphics. Course may be repeated once for credit.

484 Special Studies in Ceramics and Glass (3)

Prerequisites: a minimum of six upper-division units in ceramics. Maximum of 12 units in each area, but no more than 3 units in any one area in a single semester without permission of instructors. (9 hours laboratory)

484A Ceramics (3)

484B Glass Blowing (3)

484C Glass Casting (3)

485 Special Studies in Crafts (3)

Prerequisites: a minimum of six upper-division units in designated area or consent of instructor. Maximum of 12 units in each area, but no more than three units in any one area in a single semester. (9 hours laboratory)

485A Jewelry (3)

485B General Crafts (3)

485C Metalsmithing (3)

485F Papermaking (3)

486 Special Studies in Sculpture (3)

Prerequisites: Art 316A,B and consent of instructor. Maximum of 12 units but no more than 3 units in a single semester. (9 hours laboratory)

486A Modeling and Fabrication (3)

486B Casting (3)

487 Special Studies in Drawing and Painting and Printmaking (3)

Prerequisites: a minimum of six upper-division units in drawing and painting. Maximum of 12 units in each area, but no more than 3 units in any one area in a single semester without permission of instructors.

487A Special Studies in Painting (3)

487B Life Studies: Drawing and/or Painting (3)

487C Special Studies in Drawing (3)

487D Special Studies in Printmaking (3)

487E Special Studies in Entertainment Art/Animation (3)

Prerequisites: Twelve units of upper-division courses in the entertainment art/animation concentration. Planning, development and evaluation of individual projects. Maximum of 12 units, but no more than 3 units in any one area in a single semester without permission of instructors. (3 hours activity)

487S Special Studies in Sequential Art (3)

Prerequisite: Art 367. Individual investigation and development of a specialized portfolio in one or more of the following: character design; story sketch and/or production design; storyboard; or, graphic novel. Maximum of 12 units, but no more than 3 units in any one area in a single semester without permission of instructors. (6 hours activity)

488T Selected Topics in Creative Photography (3)

Prerequisite: Art 388A. This theme-based studio course introduces students to photography and other optical image-making practices in relation to specific conceptual or technical topics. Each semester's content is developed by the individual instructor and listed in the class schedule.

489 Special Studies in Creative Photography (3)

Prerequisites: a minimum of six upper-division units in photography courses or equivalent. Photography as personal expression. Maximum of 12 units but no more than 3 units in a single semester. (9 hours laboratory)

495 Internship in Art (3)

Prerequisite: senior standing as a declared BFA in Art major. Work in a specific art field in business or industry.

499 Independent Research (1-3)

Open to advanced students in art with consent of department chair and written consent of instructor. May be repeated for credit to a maximum of 9 units but no more than 6 units in a single semester.

500A Graduate Seminar in Major Field (3)

Prerequisite: Classified Standing. Directed research in the area of major emphasis. Oral and written material on historical backgrounds and developments in art as they relate to individual intent as an artist and in support of the master's project (with 500B meets graduate level writing requirement).

500B Graduate Seminar in Major Field (3)

Prerequisite: Classified standing and 500A recommended. Problems and issues in art. Intellectual clarification and verbal articulation of individual intent as an artist. Oral and written material in support of the master's project (with 500A meets graduate level writing requirement).

501 Curatorship (3)

Prerequisites: B.A. in art, anthropology or other major by special permission, and Art 466 and 481. The curator collects, cares for and studies objects.

503 Graduate Problems in Design Course Series (3)

Prerequisite: Classified Standing. Planning, development and evaluation of individual projects listed below. Maximum of 12 units in each area, but no more than 3 units in any one area in a single semester without permission of instructors.

503A Graphic Design (3)

(6 hours activity)

503C Illustration (3)

(6 hours activity)

503D Exhibition Design (3)

(More than 9 hours laboratory)

504 Graduate Problems in Ceramics Course Series (3)

Prerequisite: Classified Standing. Planning, development and evaluation of individual projects in ceramics, glass blowing and glass casting. Maximum of 12 units in each area but no more than three units in a single semester without permission of instructors. (9 hours laboratory)

504A Ceramics (3)

504B Glass Blowing (3)

504C Glass Casting (3)

505 Graduate Problems in Crafts (3)

Prerequisite: Classified Standing. Planning, development and evaluation of individual projects listed below. Maximum of 12 units in each area but no more than 3 units in a single semester. (9 hours laboratory).

505A Jewelry (3)

505B General Crafts (3)

506A,B Graduate Problems in Sculpture (3,3)

Prerequisite: Classified Standing. Planning, development and evaluation of individual projects in sculpture. Maximum of 12 units in each area but no more than 3 units in a single semester without permission of instructors. (9 hours laboratory).

507 Graduate Problems in Drawing, Painting and Printmaking (3)

Prerequisite: 12 units of upper-division drawing and painting. Planning, development and evaluation of individual projects listed below. Maximum of 12 units in each area but no more than 3 units in a single semester without permission of instructors.

507A Painting (3)

(6 hours activity)

507B Life Drawing (3)

(9 hours laboratory)

507C Drawing (3)

(6 hours activity)

507D Printmaking (3)

(9 hours laboratory)

508A,B Graduate Problems in Creative Photography (3,3)

Prerequisite: consent of instructor. Planning, development and evaluation of individual projects in photography. Maximum of 12 units in each area, but no more than 3 units in a single semester without permission of instructors. (9 hours laboratory).

510 Graduate Problems: The Digital Studio (3)

Prerequisite: any 400-level studio art class. An advanced course designed to give the student technical proficiency and conceptual understanding of digital imaging techniques and applications. Graduate students develop their own projects integrating computer technology with their personal vision and practice.

511 Seminar on the Content and Method of Art History (3)

Prerequisite: Art 481. Methods of research, analysis and theories of art historical scholarship. May be repeated up to a maximum of 6 units.

512 Seminar on Selected Topics in Art History (3)

Prerequisites: appropriate upper-division art course approved by instructor and Art 511. Analysis and evaluation of specific works and their historical significance including cultural, social and economic circumstances. May be repeated up to a maximum of 6 units

518 Graduate Seminar in Creative Photography (3)

Prerequisite: any 400-level art course. This course expands and deepens student's knowledge of photographic and media criticism and theory. Graduate studio artist's will explore advanced theoretical topics and apply the tools of criticism to better understand their own creative process and artwork.

548 Graduate Problems in Artists' Books (3)

Prerequisite: Art 448. Investigation and application of principles of the book form to visual art and design, illustration, photography and printmaking media. Development of original works of art, which demonstrate competency in design, construction, and fabrication of graduate quality visual books. (6 hours activity) Course may be repeated for a maximum of 12 units.

577 The Figure: Advanced Alternatives (3)

Prerequisites: Art 377 or graduate status and consent of instructor. Advanced exploration of the human figure and figurative arts, including representational and conceptual art forms. Students pursue individual projects and/or work in class with professional models. All media and styles are welcomed. Experimentation is encouraged. Course may be repeated once for credit.

578 Graduate Studio Expanded: Other Genre (3)

Prerequisite: any 400-level studio art course. This graduate studio course examines all aspects of new genre work, including conceptual, historic and theoretical approaches. Studio disciplines that will be investigated are installation, performance art, video and public art.

579 Graduate Problems: Aesthetics and Advanced Techniques of Video (3)

A graduate course designed to advance the student's production of video as a medium of visual expression. Students will examine all aspects of fine art video; history aesthetics, camerawork, non-linear and assemble editing, post production techniques video installations and the role of video as a medium of contemporary fine art production. Course may be repeated for credit for a maximum of 12 units.

580T Selected Topics in Art History (3)

Prerequisite: one 400-level course in art history and current graduate level standing. Graduate-level course on specific concepts and/or periods in art history. Specific topics will vary from semester to semester and will be posted in the class schedule. May be repeated twice if topic is different.

588T Graduate Topics in Creative Photography (3)

Prerequisite: any 400-level studio course. This graduate theme-based studio course explores photography and other optical imagemaking practices in relation to specific conceptual or technical topics. Students develop their own research and projects in relation to each semester's specific topic and content.

597 Project (3 or 6)

Prerequisite: Art 500A,B, written consent of instructor and recommendation of the student's graduate committee. Art 500B may be taken concurrently with Art 597 on approval of instructor. Development and presentation of a creative project in the concentration beyond regularly offered coursework.

598 Thesis (3 or 6)

Prerequisites: Art 511, 512, written consent of instructor and recommendation of the student's graduate committee.

599 Independent Graduate Research (1-3)

Open to graduate students in art with consent of department chair and written consent of instructor. May be repeated for credit.

ART EDUCATION COURSES

Art Education courses are designated as ARTE in the class schedule.

442 Teaching Art in Secondary School (3)

Prerequisite: admission to teacher education. Objectives, methods and practices for teaching art in secondary schools. Required before student teaching of majors in art for the Single Subject Teaching Credential.

449E Externship in Secondary Teaching (3)

See description and prerequisites under Division of Teacher Education. Offered every fall semester.

449I Internship in Secondary Teaching (10)

See description and prerequisites under Division of Teacher Education. Concurrent enrollment in Art Education 449S required. Offered every spring semester.

449S Seminar in Secondary Teaching (3)

Taken concurrently with Art Ed 449I. Seminar in teaching a single subject in secondary schools. Videotape analysis of teaching based on Teaching Performance Assessments. Taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit.



Asian American Studies

College of Humanities and Social Sciences

PROGRAM COUNCIL

The program council consists of faculty and non-faculty from on and off-campus groups who provide direction and support for the Asian American Studies Program: Gloria Bogdan (Anthropology, Orange Coast College), Jeffrey Brody (Communications), Juana Chen (Asian American Studies), Mary Kay Crouch (English), Thomas Fujita Rony (Asian American Studies), Angela Gee (Management), Art Hansen (History), Craig K. Ihara (Philosophy), Richard Jong (Asian American Studies), Ellen Junn (Child Development), Daniel Kee (Psychology), Mikyong Kim-Goh (Human Services), Trent Nguyen (Human Services), Eliza Noh (Asian American Studies), Michael Perez (Sociology), Eric Reyes (Asian American Studies), Sherri Sawicki (English), Yichen Shen (English), Susan Shoho (Gerontology), Sora Tanjasiri (Kinesiology), Jie Tian (Library), Son Kim Vo (Intercultural Development Center)

PROGRAM COORDINATOR

Craig K. Ihara

PROGRAM OFFICE

Humanities 314

DEPARTMENT WEBSITE

http://hss.fullerton.edu/asian-american/

PROGRAMS OFFERED

Minor in Asian American Studies

Bachelor of Arts in Ethnic Studies

Option in Asian American Studies

INSTRUCTIONAL FACULTY

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ADVISER

Thomas Fujita Rony
Humanities 312 F

INTRODUCTION

The minor and the option in Asian American Studies are designed for students who have an interest in learning about the experiences, expression and social conditions of Americans of Asian ancestry, including those whose origins trace back to central, south and southeast, as well as east Asia and the Pacific Islands. Cross-disciplinary in nature, Asian American Studies draws on a wide variety of courses offered throughout the university which relate to Asian American history, art, literature, politics, socio-economics, psychology and relations to other ethnic and sociopolitical groups. In addition, the Asian American Studies Program currently offers twenty-one (21) of its own courses.

The goals of both the option and the minor are to encourage more students to do work in the area and to prepare students in selected career paths where sensitivity to and knowledge of Asian American issues, history and artistic expression are important. These include careers in counseling, human services, nursing, public administration, law and the health professions; teaching careers in history, English, political science, psychology, sociology, as well as elementary school education.

Two features of the Asian American programs are of special note. First, there is a conscious effort to inform and sensitize students to other ethnic groups and to their interrelationships and commonalities. Second, there is a definitive emphasis on contributing to Asian American communities and, thereby, the larger society. The requirement in experiential and community-based learning is one example of our effort to combine learning with service.

The option in Asian American Studies may be effectively combined with subject matter studies necessary for either the multiple subject teaching credential (K-8) or single subject credential (7-12) in Social Studies. Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office (714-278-3411) to obtain information on attending an overview presentation.

BACHELOR OF ARTS IN ETHNIC STUDIES
OPTION IN ASIAN AMERICAN STUDIES

The B.A. in Ethnic Studies (Asian-American Studies) requires a minimum of 120 units, which include courses for the option, General Education, all University requirements, and free electives.

The Option in Asian American Studies requires 36 units of course work in Asian American Studies. If a student chooses the B.A. in Ethnic Studies (Asian American Studies) as a second major, up to 9 units can double-count in general education.

Other Asian American Studies requirements can be double-counted in a student's primary major.

Core Courses (12 units)

Asian American 101 Introduction to Ethnic Studies

Asian American 201 History of Asian Pacific Americans

Asian American 300 Introduction to Asian Pacific American Studies

Asian American 400 Research and Writing in Ethnic Studies

Topical Requirements (12 units)

In consultation with an adviser, students may focus their studies on Asian American Ethnic Groups; topics in Asian American Studies such as literature, art, communication, families, psychology, or law, etc.; or Non-Asian Ethnic Groups and Inter-ethnic Relations in the U.S.

Students must take two courses from the courses listed below:

Specific Asian American Ethnic Groups (6 units)

Asian American 220 Vietnamese Communities in the U.S. (3)

Asian American 360 Mixed Heritage Asian Americans (3)

Asian American 362 The Filipino/American Experience (3)

Asian American 364 The South Asian American Experience (3)

Asian American 366 The Korean American Experience (3)

Asian American 370 The Chinese American Experience (3)

History/Asian American 411 World War II Japanese American Evacuation (3)

The remaining six units must be selected from the two categories listed below.

1. Topics in Asian American Studies

Asian American 308 Asian American Women (3)

Asian American 320 Asian American Creative Expression (3)

Asian American 327 Asian American Literature (3)

Asian American 340 Asian American Communication (3)

Asian American 342 Asian Pacific American Families (3)

Asian American 344 Asian Pacific American Identities (3)

Asian American 346 Asian American Psychology (3)

Human Services 318 Human Services for Immigrants and Refugees (3)

Communication 438T Specialized Reporting (Reporting in Minority Affairs) (3)

English 323T Cultural Pluralism in American Literature (when topic covers Asian American author) (3)

2. Non-Asian Ethnic Groups and Inter-ethnic Relations in the U.S.

Afro-Ethnic 310 Black Women in America (3)

Afro-Ethnic 311 Intracultural Socialization (3)

Afro-Ethnic 320 Black Political Thought (3)

Afro-Ethnic 322 Psychology of Afro-American (3)

Afro-Ethnic 335 History of Racism (3)

American Studies 301 The American Character (3)

American Studies 377 Prejudice and American Culture (3)

Chicana/o 220 Mexican Heritage (3)

Chicana/o 303 Cultural Differences in Mexico and the Southwest (3)

Chicana/o 337 Contemporary Chicano Literature (3)

Chicana/o 340 Mexican/Chicano Intellectual Thought (3)

Chicana/o 345 History of the Chicano (3)

History 190 Survey of American History with Emphasis on Ethnic Minorities (3)

Sociology 357 Minority Group Relations (3)

Women's Studies 302 Intro to Intercultural Women's Studies (3)

Asian Language or Asian Cultures and Social Institutions (6 units)

Asian Languages

Chinese 100 Introduction to Chinese Conversation (3 units)

Chinese 101 Fundamental Chinese A (5 units)

Chinese 102 Fundamental Chinese B (5 units)

Japanese 101 Fundamental Japanese A (5 units)

Japanese 102 Fundamental Japanese B (5 units)

Vietnamese 201 Vietnamese for Vietnamese Speakers (3)

Vietnamese 202 Vietnamese for Vietnamese Speakers (3)

Any 200 or higher level course in Chinese or Japanese

Asian Cultures and Institutions

Topics include, but are not limited to the following courses:

Anthropology 347 Peoples of the Pacific (3)

Comparative Literature 382T Topics in Asian Literature (3)

English /Asian Amer 327 Asian American Literature (3)

Geography 340 Asia (3)

History 464B History of Southeast Asia, 1800-present (3)

History 465A,B History of India (3)

Philosophy 350 Asian Philosophy (3)

Philosophy 352 Philosophy of Asian Martial Arts (3)

Political Science 434 China and Japan: Friends or Foes? (3)

Comparative Religion 270T Introduction to Asian Religions (3)

Comparative Religion 354T Topics in Buddhism (3)

Human Comm 492T Proseminar in Human Communication (when topic covers intercultural communication) (3)

Community Research Requirement (6 units)

Students may choose from one or two of the following courses. The courses may be repeated for credit.

1. Asian American 499 Independent Study. This course involves completing a senior project requiring community research. Students are required to display knowledge, understanding, and application of research, methods and culturally-relevant skills to solve real world problems in an Asian Pacific American community setting.
2. Oral history fieldwork. This course provides students with experience in an Asian Pacific American community agency or organization. Please consult the department for information on the course number, title, and scheduled offerings.
3. Asian American 495 Internship in Asian American Studies. This course combines work in a community organization with regular class meetings and written assignments. This can include the analysis of community based organizations along ethnic, class, and/or

gender lines; or interns of Asian American literature or art; or in terms of power politics, historical developments, or in minority group psychology. Please consult the department for information on the course number, title, and scheduled offerings.

Second Language Graduation Requirement

Students in the Bachelor of Arts in Ethnic Studies, Option in Asian American Studies, who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN ASIAN AMERICAN STUDIES

The minor consists of 21-23 required units distributed among categories listed below with at least six upper-division units.

Core Courses (6 units)

Asian American 201 History of Asian Pacific Americans (3)

Asian American 300 Introduction to Asian Pacific American Studies (3)

Comparative Cultures Breadth Requirement (3 units)

A course on a different minority group in America should be selected from an approved listing in consultation with the program coordinator or a faculty adviser. Courses include, but are not limited to the following: Afro 304, 310, 311, 317, 320, 322, 335; American Studies 301, 377; Chicano 220, 303, 305, 331, 332, 337, 340, 450; Comparative Religion 305; History 190; Sociology 133, 357; Women's Studies 302.



Topical Requirements (6 units)

Select two three-unit courses in Asian Pacific American Studies, chosen in consultation with a faculty adviser. Topics include, but are not limited to the following courses: Asian American 220, 308, 320, 327, 340, 342, 344, 346, 360 362, 364, 366, 370; History 411; Human Services 318; English 323T; Communications 438T

Asian Language or Asian Cultures and Social Institutions Requirement (3-5 units)

One course in an Asian language (3-5 units), or one three-unit course on Asian cultures or Asian social institutions, chosen in consultation with the undergraduate adviser.

Approved courses include, but are not limited to the following:

Asian Languages

Chinese 100 Introduction to Chinese Conversation (3)

Chinese 101 Fundamental Chinese A (5 units)

Chinese 102 Fundamental Chinese B (5 units)

Japanese 101 Fundamental Japanese A (5 units)

Japanese 102 Fundamental Japanese B (5 units)

Vietnamese 201 Vietnamese for Vietnamese Speakers (3)

Vietnamese 202 Vietnamese for Vietnamese Speakers (3)

Any 200 or higher level course in Chinese or Japanese

Asian Cultures and Social Institutions

Anthro 347; Comp Lit 382T; Comparative Religion 280, 354T; Geography 340; History 464B, 465A; Philosophy 350, 352, 354T; Poli Sci 434; Human Comm 492C

Community Research Requirement (3 units)

Students choose one of the following:

1. Asian American 499 Independent Study. This course involves completing a senior project requiring community research. Students are required to display knowledge, understanding, and application of research, methods, and culturally-relevant skills to solve real world problems in an Asian Pacific American community setting.
2. Oral history fieldwork. This course provides students with a service learning experience in an Asian Pacific American community agency or organization. Please check the department for information on the course number, title, and scheduled offerings.
3. Asian American 495 Internship in Asian American Studies. This course combines work in a community organization with regular class meetings and written assignments. This can include the analysis of community based organizations along ethnic, class, and/or gender lines; or interns of Asian American literature or art; or in terms of power politics, historical developments, or in minority group psychology. Please consult the department for information on the course number, title, and scheduled offerings.

ASIAN AMERICAN STUDIES COURSES

Courses are designated as ASAM in the class schedule.

101 Introduction to Ethnic Studies (3)
(Same as Afro-Ethnic Studies 101)

201 History of Asian Americans (3)
(Same as History 201)

220 Vietnamese Communities in the U.S. (3)
Prerequisite: completion of General Education Category III.C.1. A historical and cultural overview of Vietnamese communities in the U.S., especially Orange County. It covers the vital role of voluntary agencies, mutual assistance associations, and religious centers. Vietnamese business, entertainment, family, education and hobbies will also be examined.

300 Introduction to Asian Pacific American Studies (3)
Prerequisite: completion of General Education Category III.C.1. Interdisciplinary exploration of the experiences of several Asian American groups. Addresses questions of cultural assimilation and cultural persistence, family and gender roles, and literary and popular culture representations.

308 Asian American Women (3)
Prerequisite: junior or senior standing. An interdisciplinary examination of Asian and Pacific Islander American women's experience. It compares and contrasts the experience of women from various parts of Asia and explores the social, cultural and political issues they face both in the U.S. and abroad. (Same as Women's Studies 308)

320 Asian American Creative Expression (3)

Prerequisite: completion of General Education Categories III.B.1 and 2. This course explores Asian American life as portrayed through novels, short stories, plays, poetry, film, music, painting, dance, and other expressive forms. It examines both historical and contemporary works by a variety of Asian and Pacific Americans.

327 Asian American Literature (3)

Prerequisite: completion of General Education Category III.B.2. This course introduces early literary expressions of the Asian American experience. Readings include poetry, short stories, novels, and autobiographies. Students will gain a fundamental understanding of Asian American literary history and become increasingly aware of the cultural diversity in America. (Same as English 327)

340 Asian American Communication (3)

Prerequisites: junior or senior standing and completion of General Education Category III.C.1. An introduction to Asian American communication. The influences of Asian American cultural heritage, ethnic identity, generation, and language fluency on communication are examined. Similarities and differences in communication among the various Asian American ethnic groups are presented. (Same as Human Comm 340)

342 Asian Pacific American Families (3)

Prerequisite: completion of General Education Category III.C.1. Asian Pacific American families have ranged from the seemingly solitary "bachelor" to the extended "clan." We will explore these, and many other ways of being a "family," as it has been a basic part of Asian Pacific American history and culture.

344 Asian Pacific American Identities (3)

Prerequisite: completion of General Education Category III.C.1. Interdisciplinary explorations of the ways in which those of Pacific Islander, Southeast, South and East Asian descent have met the challenge of being American at the personal level. Covers social construction of racial/ethnic identities, cultural conflict, self-determination and personal growth.

346 Asian American Psychology (3)

This course involves in-depth analysis of major issues in the Asian American community from a psychosocial perspective, including ethnic identity development, generational conflicts, the "model minority" myth, interracial relationships, attitudes toward mental health services and alternative healing/therapeutic approaches. (Same as Psychology 346)

348 Asian Pacific American Perspectives on Aging (3)

Prerequisite: satisfaction of General Education Category III.C.1- Intro to Social Sciences requirement. This course will cover aging from the point of view of a variety of Asian Pacific American perspectives. It includes view on family roles and obligations, community services, patient/doctor relationships, religion and cultural values. (Same as Gerontology 348)

360 Mixed Heritage Asian Americans (3)

Prerequisite: completion of the General Education Category III.C.1. Overview of the mixed heritage Asian American population in the USA. The course will survey the historical avenues that led to the United States and to inter-ethnic alliances. The many challenges this multi-ethnic population faces will be examined.

362 Filipina/o American Experience (3)

Prerequisite: completion of General Education Category III.C.1. An introduction to Filipina/American Studies, covering point of origin, immigration, legal barriers, economic struggles, civil rights and other current issues.

364 The South Asian American Experience (3)

Interdisciplinary course that explores the experience of South Asian Americans originally from India, Pakistan, Bangladesh or Sri Lanka. It focuses on questions regarding influence of American culture on South Asian American identity, intergenerational concerns and cultural continuity among others.

366 The Korean American Experience (3)

Prerequisite: completion of the General Education Category III.C.1. Examination of historical events and contemporary issues such as Korean American immigration, Korean identity, inter-ethnic relations, gender issues, and Korean American Entrepreneurship within the context of social, political, and economic conditions of Korea and the United States.

370 The Chinese American Experience (3)

Prerequisite: completion of the General Education Category III.C.1. An introduction to the experiences of Chinese in the United States. It will examine historical events and contemporary issues, including Chinese immigration, exclusion, Chinese American identity, racial violence, and gender.

400 Research and Writing in Ethnic Studies (3)

Prerequisite: Afro-Ethnic 101 or Asian American 101 or Chicano 101 and Afro-Ethnic 107 or Asian American 300. An introduction to research and writing in ethnic studies. Issues of research in ethnic studies (e.g., quantitative v. qualitative analysis, reliability/validity) and specific methods of research (e.g., archives, interviews, oral history) will be examined. Extensive writing is required. A grade of "C" (2.0) or better is required to satisfy the upper-division writing requirement. (Same as Afro-Ethnic 400 and Chicano 400).

411 World War II Japanese American Evacuation (3)

(Same as History 411)

495 Internship in Asian American Studies (3)

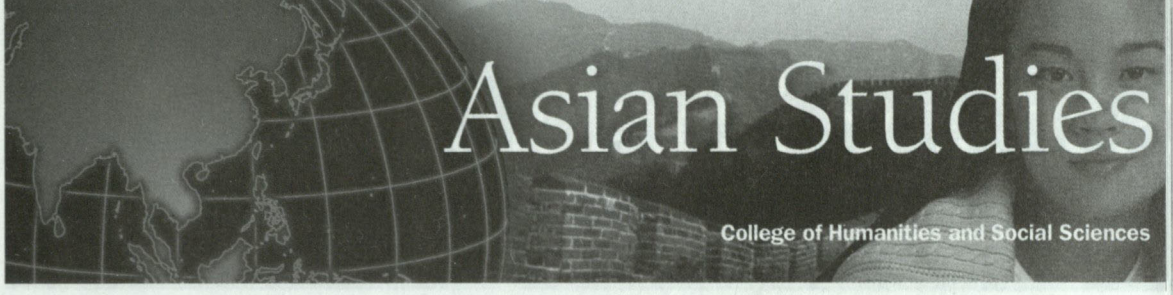
Prerequisites: six upper-division units in Asian American Studies. One hundred twenty (120) hours practical experience in some organization serving the Asian Pacific American community. Regular meetings with faculty advisor. May be repeated once for credit.

496 Student-to-Student Tutorials (1-3)

Consult "Student-to-Student Tutorials" in this catalog for a more complete course description.

499 Independent Study (1-3)

Supervised research and/or service learning projects in Asian American Studies to be taken with consent of instructor and program coordinator. May be repeated for credit.



Asian Studies

College of Humanities and Social Sciences

PROGRAM COORDINATOR

William W. Haddad (History)

PROGRAM OFFICE

Humanities 815F

PROGRAM OFFERED

Minor in Asian Studies

PROGRAM COUNCIL

Ian Bailey (Kinesiology and Health Promotion), K. Chu (Economics), Craig Ihara (Philosophy), Irene Lange (Marketing), Keiji Matsumoto (Foreign Languages), Vera Simone (Political Science), Preston Stedman (Music), Barbara Weightman (Geography), Rich Wiseman (Speech Communication) and Heping Zhao (English).

INTRODUCTION

Asia, more than any other region in the world, has become the focus of extensive international business, political relationships, and cultural exchange. Millions of people of Asian descent have become an integral part of American society. Indeed, California, more than any other place in the United States, is the residence of immigrants from throughout Asia. In order to keep pace with current developments in this extremely important part of the world, students are encouraged to take advantage of the opportunity to minor in Asian Studies.

The faculty for the Asian Studies Minor is drawn from several departments. What they have in common is that they teach and do research on Asia. The interdisciplinary nature of the Minor allows students the unique opportunity to learn about Asia from broad and differing perspectives.

MINOR IN ASIAN STUDIES

The minor consists of 21 units: 6 units chosen from the listed core courses and 15 units of electives chosen in consultation with an adviser as outlined below.

Core Courses (6 units)

Anthro 340 Peoples of Asia (3)

OR Anthro 347 Peoples of the Pacific (3)

Geography 340 Asia (3)

Electives (15 units)

One course each from three of the four following categories, plus 6 units of advisor-approved electives:

Language, Culture, Geography, and Human Behavior

Anthro 340 Peoples of Asia (3)*

Anthro 347 Peoples of the Pacific (3)*

Any Japanese Language Course

Any Chinese Language Course

Any Vietnamese Language Course

Geography 330 California Landscapes (3)

Geography 340 Asia (3)

Kinesiology 151 Aikido (1)

Kinesiology 152 Karate (1)

Human Comm 320 Intercultural Communication (3)

*One of these is applicable as an elective if not chosen as a core course.

History and Politics

History 360 Modern Asia: Nationalism and Revolutionary Change (3)

History 461 Modern Vietnam (3)

History 462A History of China (3)

History 462B History of China (3)

History 462C China Since 1949 (3)

History 463A History of Japan (3)

History 463B History of Japan (3)

History 464A History of Southeast Asia to 1800 (3)

History 464B History of Contemporary Southeast Asia, 1800-present(3)

History 465A History of India (3)

History 465B History of India (3)

History 490T Senior Research Seminar (3) (Where course topic focuses on area of Asia).

Poli Sci 434 China and Japan: Friends or Foe (3)

Poli Sci 451T Problems in International Politics (3)

Poli Sci 457 Politics of International Economics (3)

Poli Sci 476 International Law (3)

Arts and Humanities
(including Art, Literature, Philosophy and Comparative Religion)

Comp Lit 380 Introduction to Asian Literature (3)

Comp Lit 382T Topics in Asian Literature (3)

Music 352 Symphonic Music in Western & Eastern Cultures (3)

Philosophy 350 Asian Philosophy (3)

Philosophy 352 Philosophy of Asian Martial Arts (3)

Comparative Religion 270T Introduction to the Asian Religions (3)

International Business and Economics

Economics 332 Economies of the Pacific Rim (3)

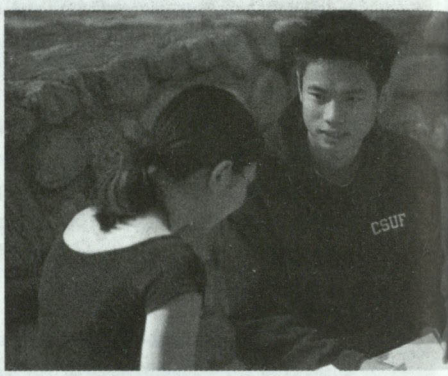
Economics 333 Economic Development: Analysis & Case Studies (3)

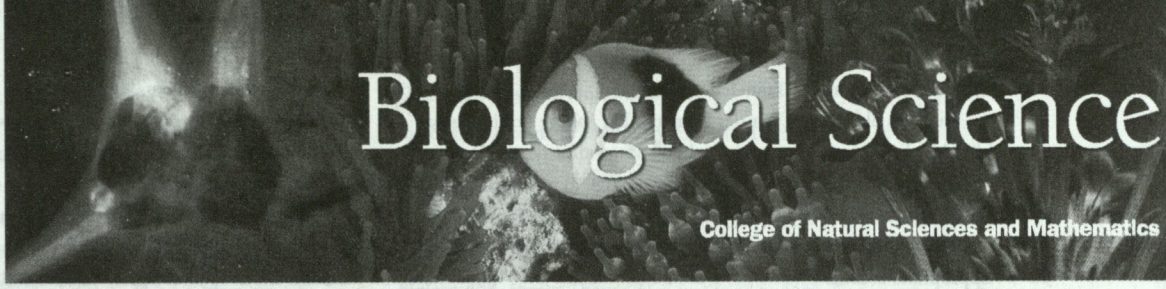
Economics 335 The International Economy (3)

Economics 411 International Trade (3)

Finance 370 International Business Finance (3)

Marketing 445 Multinational Marketing Strategies (3)





Biological Science

College of Natural Sciences and Mathematics

DEPARTMENT CHAIR

Robert Koch

DIRECTOR, GRADUATE PROGRAM

Kathryn Dickson, Steven Murray

DEPARTMENT OFFICE

McCarthy Hall 282

DEPARTMENT WEBSITE

http://biology.fullerton.edu

PROGRAMS OFFERED

Bachelor of Science in Biological Science with Concentrations in:

- Biodiversity, Ecology and Conservation Biology
- Cell and Developmental Biology
- Marine Biology
- Molecular Biology and Biotechnology

Minor in Biotechnology

Master of Science in Biology

Subject Matter Preparation Program for Single Subject Teaching Credential

FACULTY

Oscar Aurelio, Sandra Banack, MerriLynn Casem, Amybeth Cohen, Kathryn Dickson, David Drath, Doug Eernisse, David Fromson, William Hoese, Michael Horn, Anne Houtman, C. Eugene Jones, Judy Kandel, Robert Koch, Rodrigo Lois, Steven Murray, Joyce Ono, Nancy Pelaez, William Presch, Darren Sandquist, Jochen Schenk, Roger Seapy, Paul Stapp, Barry Thomas, Marcelo Tolmasky, Sean Walker, Joel Weintraub, Fred Whipple, Danielle Zacherl

INTRODUCTION

Biology is the branch of science concerned with the study of life. The discipline is dynamic, diverse, and expanding with the integration of new molecular approaches, information technology and concerns for the environment. Through the study of biology students will: learn principles that govern the function of their own body and those of other organisms; explore how complex organisms develop from a single cell and how genes and the environment govern these events; and learn how plants capture the energy from the sun and, ultimately, sustain almost all life on Earth through intricate relationships with other organisms, including humans. In addition, in Southern California, proximity to a variety of employers ranging from biotechnology and biomedical companies to environmental consulting firms provides biology majors with diverse employment opportunities.

The department has designed a curriculum that builds on a core of biology and supporting courses for students who: (1) seek careers in industry and state or federal agencies, (2) wish to prepare for secondary school teaching, or (3) desire to enter graduate and professional schools. The curriculum beyond the basic core experience will be developed through individual advising. Students will be assigned a faculty adviser when they enter the University or they may choose a faculty member to serve as their adviser. Each semester, students are required to meet with their designated adviser in order to develop an appropriate program of study. After discussion with their adviser, students will elect upper-division courses in one of four concentrations that will satisfy their individual interests and professional goals.

Special Programs

In addition to the usual course offerings, the Department of Biological Science participates in the Center for Applied Biotechnology Studies, the Institute for Molecular Biology and Nutrition, and three consortial programs with other California State University campuses. These are CSUPERB (California State University Program for Education and Research in Biotechnology), the Ocean Studies Institute (through the Southern California Marine Institute) and the California Desert Studies Consortium at Soda Springs. Each of these centers is described in this catalog under "Research Centers."

Pre-professional Information

The Health Professions Advising Office provides advising services to students wishing to enter the health professions. The services include counseling students to plan their academic programs, providing students with information about volunteer opportunities in the area of their interest, and providing assistance in the preparation of applications, including interviewing techniques.

Teaching Credential Information

The bachelor's degree in biology may be effectively combined with requirements for the Subject Matter Preparation Program for the Single Subject Teaching Credential. Undergraduate students are encouraged to work with the Science Education Program in MH527 and/or the Center for Careers in Teaching as early as possible in their academic careers to plan efficient course selections for general education, the major, and electives. Before applying to the Credential Program, undergraduate and postgraduate students should contact the Admission to Teacher Education office in the College of Education to obtain information on attending a required overview presentation and orientation.

Recommendations for Transfer Students

Students planning to transfer from another college or university should take biology, chemistry, mathematics, and/or physics courses that are equivalent to those required for the B.S. in Biological Science (refer to www.assist.org). Prospective transfer students should contact the Biology Department as soon as possible prior to transfer to select appropriate courses

Recommended Program in General Education

Because of high unit requirements for the B.S. in Biological Science, students are urged to consult with their adviser to design their general education program.

UPPER-DIVISION BACCALAUREATE WRITING REQUIREMENT

To meet the upper-division baccalaureate writing requirement, students must (1) pass the English Writing Proficiency exam and (2) pass with a "C" (2.0) or better English 301 or Chemistry 340 or 6 units from Biology 411, 414, 417, 426, 445, 446, 468, 470 and 495.

Internships

Biology 495 Biological Internship provides students with the opportunity to participate in a practical work experience that integrates their interests with classroom studies.

Second Language Graduation Requirement

Since the Bachelor of Science in Biological Science is a high-unit program, majors are exempt from the Second Language Graduation Requirement.

SCHOLARSHIPS IN BIOLOGICAL SCIENCE

For additional information, please see the CSUF Financial Aid website: http://www.fullerton.edu/financialaid/

Dr. and Mrs. Donald B. Bright Environmental Scholarship

To preserve the memory of Dr. Donald B. Bright, one or more scholarships per year are awarded to deserving undergraduate and graduate students of biology.

Judith A. Presch Desert Studies Scholarship

To preserve the memory of Judith A. Presch, two scholarships per year are awarded (one undergraduate and one graduate student) by the Desert Studies Consortium for work in the Mojave Desert .

Jerome Wilson Scholarship

To preserve the memory of Dr. Jerome Wilson, scholarships are awarded to deserving undergraduate or graduate students of biology.

Coppel Graduate Science Award

Established by Lynn and Claude Coppel for biology graduate students for their unrestricted use.

Rachel Carson Scholarship in Conservation Biology

To preserve the memory of Rachel Carson, a scholarship was created to encourage biology majors to pursue a career in Conservation Biology.

BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCE

A total of 120 units, including general education, 43 units in biology courses (20 units in the core and 23 units of upper-division electives constituting one of the concentrations described below), and 30 units of supporting courses in physical sciences and mathematics is required for completion of the B.S. in Biological Science. In addition, as a graduation requirement, students pursing the B.S. in Biological Science must complete an exit exam on biology in the spring semester of their senior year.

The supporting courses must include one year of general college chemistry including qualitative analysis with laboratory; one year of organic chemistry with laboratory; one semester of college calculus or introduction to experimental design and statistics for biologists; and one year of college physics with laboratory. Those students seeking careers in the health professions should speak to a health professions adviser about specific course recommendations. Students who wish to earn a doctoral degree should consider, in addition, a modern foreign language or advanced courses in computational sciences.

To qualify for a baccalaureate degree in Biological Science, students must have a 2.0 overall average in all biology courses and in all required supporting courses. No credit toward the major will be allowed for biology courses in which a grade of C-, D or F is obtained. Courses taken under the Credit/No Credit grade option may not be applied towards the major.

Students with junior or senior standing will be permitted to enroll in Biology 480 Advanced Topics in Undergraduate Biology, Biology 495 Biological Internship, and Biology 499L Independent Laboratory Study; however, only a combined total 6 units of Biology 499L or 3 units from Biology 480 or 495 may be applied to the biology upper-division elective requirement. All full-time upper-division students are expected to attend the departmental seminars.

Core Requirements for the Major (20 units):

The core program in Biology provides an introduction to basic principles of biology and to the investigative nature of science. The curriculum uses Themes and Perspectives to connect and integrate major concepts, principles and basic facts. Three Themes run throughout the core curriculum:

Evolution: Inherited changes in organisms accumulate over time. *Unity and Diversity*: Organisms possess common characteristics while exhibiting a wide range of variability.

Dynamics of Biological Systems: Living systems continually respond to their external and internal environments by making changes necessary to sustain life.

Each theme will be presented from two perspectives.

Human Impact: The interactions between the human and the biological world, and *Scientific Process*: The testing of new ideas, questions or hypotheses through observation and experimentation.

Students should complete the following four core courses with a passing grade ("C" (2.0) or better) before they take most upper division biology courses.

Biology 171 Evolution and Biodiversity (5)

Biology 172 Cellular Basis of Life (5)

Biology 273 Genetics and Molecular Biology (5)

Biology 274 Principles of Physiology and Ecology (5)

Upper-division courses (23 units):

The upper-division program is designed to provide students with depth in a chosen concentration. With approval from his or her departmental adviser, each student selects a program leading to a concentration in one of four areas (see below). The upper-division program requires 23 units of upper-division coursework, including at least 5 units of laboratory- or field-based activities, at least 6 units of 400-level biology courses, and at least 2 units of a specified capstone course.

Concentration in Biodiversity, Ecology, and Conservation Biology

The concentration consists of 23 units of upper-division biology electives, of which at least 5 units must be laboratory- or field-based activities, at least 6 units must be 400-level biology courses, and at least 2 units must be a capstone course. The 23 units of upper-division biology electives must also meet the following requirements:

Ecology Courses (6 units minimum)

Biology 314 Evolutionary Ecology (3)

AND at least one of the following:

Biology 352 Plants and Life (3)

Biology 419 Marine Ecology (3)

Biology 443 Plant Ecology (4)

Biology 466 Behavioral Ecology (3)



Organismal/Systematics Courses (3 units minimum)

Biology 301 Problems in Environmental Biology (3)

Biology 340 Field Botany (3)

Biology 344 Survey of the Land Plants (3)

Biology 402 Computer Lab in Molecular Systematics (3)

Biology 441 Plant Taxonomy (4)

Biology 446 Marine Phycology (4)

Biology 461 Marine Invertebrate Biology (4)

Biology 467 Entomology (4)

Biology 474 Natural History of the Vertebrates (4)

Biology 475 Ichthyology (4)

Biology 476 Herpetology (4)

Biology 478 Mammalogy (4)

Biology 479 Ornithology (4)

Physiology/Development Courses (3 units minimum)

Biology 362 Mammalian Physiology (4)

Biology 405 Developmental Biology (3)

Biology 417 Advances in Cell Biology (3)

Biology 444 Plant Physiological Ecology (4)

Biology 445 Plant Cell Physiology (3)

Biology 468 Comparative Animal Physiology (4)

Free Upper-Division Biology Electives (0 – 9 units; number required to reach a total of 23 upper-division biology electives)

Biology 304 Supervised Biology Lab Instruction (2)

Biology 317 Field Marine Biology (4)

Biology 404 Evolution (3)

Biology 436 Advanced Applied Statistics (4)

Biology 480 Advanced Topics in Undergraduate Biology (1 – 3)

Any upper-division biology course from this or another concentration

Capstone courses (2 units minimum)

Biology 400 Seminar in Biology Education (2)

Biology 401 Biogeography (3)

Biology 450 Conservation Biology (3)

Biology 495 Biological Internship (3)

Biology 498 Senior Thesis (2)

Biology 499L Independent Laboratory Study (1 – 3)

Concentration in Cell and Developmental Biology

The concentration consists of 23 units of upper-division biology electives, of which at least 5 units must be laboratory- or field-based activities, at least 6 units must be 400-level biology courses, and at least 2 units must be a capstone course. The 23 units of upper-division biology electives must also meet the following requirements

Required Gateway Courses (7 units)

Biology 302 General Microbiology (4)

Biology 303 Intermediate Cell Biology (3)

Cell Biology Courses (10 units minimum)

Biology 362 Mammalian Physiology (3)

Biology 405 Developmental Biology (3)

Biology 417 Advances in Cell Biology (3)

Biology 418L Advances in Cell Biology Lab (2)

Biology 424 Immunology (4)

Biology 426 Virology (3)

Biology 428 Biology of Cancer (3)

Biology 470 Cellular Neurobiology (3)

No more than one of the following:

Biology 309 Intermediate Molecular Biology (3)

Biology 402 Computer Lab in Molecular Systematics (3)

Biology 411 Medical Genetics and Systems Biology (3)

Biology 412 Principles of Gene Manipulation (3)

Biology 413 Advances in Molecular Genetics (3)

Biology 414 Microbial Genetics (3)

Biology 445 Plant Cell Physiology (3)

Biology 448 Plant Molecular Biology (3)

Chemistry 421 Biological Chemistry (3)

Free Upper Division Biology Electives (0 - 4 units; number required to reach a total of 23 upper-division biology electives.)

Biology 304 Supervised Biology Lab Instruction (2)

Biology 361 Human Anatomy (4)

Biology 480 Advanced Topics in Undergraduate Biology (1 – 3)

Any upper-division biology course from this or another concentration

Capstone courses (2 units minimum)

Biology 400 Seminar in Biology Education (2)

Biology 426 Virology (3)

Biology 428 Biology of Cancer (3)

Biology 470 Cellular Neurobiology (3)

Biology 495 Biological Internship (3)

Biology 498 Senior Thesis (2)

Biology 499L Independent Laboratory Study (1 – 3)

Concentration in Marine Biology

The concentration consists of 23 units of upper-division biology electives, of which at least 5 units must be laboratory- or field-based activities, at least 6 units must be 400-level biology courses, and at least 2 units must be a capstone course. The 23 units of upper-division biology electives must also meet the following requirements:

Ecology Courses (6 units)

Biology 314 Evolutionary Ecology (3)

Biology 419 Marine Ecology (3)

Organismal/Systematics Courses (4 units minimum)

Biology 446 Marine Phycology (4)

Biology 461 Marine Invertebrate Biology (4)

Biology 475 Ichthyology (4)

Physiology/Development Courses (3 units minimum)

Biology 362 Mammalian Physiology (4)

Biology 405 Developmental Biology (3)

Biology 417 Advances in Cell Biology (3)

Biology 444 Plant Physiological Ecology (4)

Biology 445 Plant Cell Physiology (3)

Biology 468 Comparative Animal Physiology (4)

Free Upper-Division Biology Electives (0 - 8 units; number required to reach a total of 23 upper-division biology electives.)

Biology 304 Supervised Biology Lab Instruction (2)

Biology 317 Field Marine Biology (4)

Biology 404 Evolution (3)

Biology 436 Advanced Applied Statistics (4)

Biology 480 Advanced Topics in Undergraduate Biology (1 – 3)
Any upper-division biology course from this or another concentration

Capstone Courses (2 units minimum)

Biology 400 Seminar in Biology Education (2)

Biology 401 Biogeography (3)

Biology 450 Conservation Biology (3)

Biology 495 Biological Internship (3)

Biology 498 Senior Thesis (2)

Biology 499L Independent Laboratory Study (1 – 3)

Concentration in Molecular Biology and Biotechnology

The concentration consists of 23 units of upper-division biology electives, of which at least 5 units must be laboratory- or field-based activities, at least 6 units must be 400-level biology courses, and at least 2 units must be a capstone course. The 23 units of upper-division biology electives must also meet the following requirements:

Required Gateway Courses (6 or 7 units)

Biology 309 Intermediate Molecular Biology (3)

AND one or more of the following:

Biology 302 General Microbiology (4)

Chemistry 421 Biological Chemistry (3)

OR Chemistry 423A General Biochemistry (3)

Molecular Biology Courses (13 units minimum)

Biology 402 Computer Lab in Molecular Systematics (3)

Biology 405 Developmental Biology (3)

Biology 411 Medical Genetics and Systems Biology (3)

Biology 412 Principles of Gene Manipulation (3)

Biology 413 Advances in Molecular Genetics (3)

Biology 414 Microbial Genetics (3)

Biology 445 Plant Cell Physiology (3)

Biology 448 Plant Molecular Biology (3)

Biology 472A Advances in Biotechnology Lab (3)

Biology 472B Advances in Biotechnology Lab (3)

Biology 473 Bioinformatics (3)

No more than 5 units of the following:

Biology 362 Mammalian Physiology (4)

Biology 417 Advances in Cell Biology (3)

Biology 418L Advances in Cell Biology Lab (1)

Biology 424 Immunology (4)

Biology 426 Virology (3)

Biology 428 Biology of Cancer (3)

Biology 444 Plant Physiological Ecology (4)

Biology 470 Cellular Neurobiology (3)

Biology 477 Advances in Biotechnology (3)

Biology 499L Independent Lab Study (1 – 3)

Free Upper-Division Biology Electives (0 – 2 units; number required to reach a total of 23 upper-division biology electives)

Biology 304 Supervised Biology Lab Instruction (2)

Biology 480 Advanced Topics in Undergraduate Biology (1 – 3)

Any upper-division biology course from this or another concentration

Capstone courses (2 units minimum)

Biology 400 Seminar in Biology Education (2)

Biology 472A Advances in Biotechnology Lab (3)

Biology 472B Advances in Biotechnology Lab (3)

Biology 495 Biological Internship (3)

Biology 498 Senior Thesis (2)

Biology 499L Independent Laboratory Study (1-3)

Supporting Course Requirements for the Major (29-30 units)

Chem 120A,B General Chemistry (10)

Chem 301A,B Organic Chemistry (6)

Chem 302 or Chem 302A,B Organic Chemistry Laboratory (2)

Physics 211, 211L Elementary Physics and Laboratory (4)

Physics 212, 212L Elementary Physics and Laboratory (4)

Math 130A Short Course in Calculus (4),

OR Math 150A Calculus (4),

OR Math 337 Intro to Experimental Design and Statistics in the Laboratory Sciences (3)

BIOLOGICAL SCIENCE/PRE-MBA PROGRAM

A student may combine a B.S. in Biological Science with a minor in Business Administration to qualify to enroll in an MBA degree at CSUF. The student who completes this Biology/pre-MBA program and meets all other entrance requirements will be poised to apply to the MBA degree program and will then need to take only the second year (33 units) of coursework to complete the MBA. See a department adviser for details.

MINOR IN BIOTECHNOLOGY

The biotechnology minor is appropriate for students majoring in biological science or biochemistry and interested in gaining employment in nearly any area of the growing medical and agricultural biotechnology industries, working in academic research laboratories, or pursuing postgraduate degrees in basic molecular biology or biochemistry.

The biotechnology minor requires a minimum of 31 acceptable units of chemistry and biology. These courses must be completed with a minimal overall grade-point average of 2.0 and include 12 units unique to the minor that are not used to meet requirements for the biological science or biochemistry major.

Required Core Courses (28 units)

Biology 273 Genetics and Molecular Biology (5)

Biology 309 Intermediate Molecular Biology (3)

OR Chem 421 Biological Chemistry (3)

Chem 301A,B Organic Chemistry (6)

Chem 302 or Chem 302A,B Organic Chemistry Laboratory (2)

Biology 412 Principles of Gene Manipulation (3)

Biol/Chem 472A,B Advances in Biotechnology Laboratory (6)

Chem/Biol 477 Advances in Biotechnology (3)

Supporting Courses (3-4 units)

Students must complete one of the following courses:

Biology 309 Intermediate Molecular Biology (3)

Biology 413 Advances in Molecular Genetics (3)

Biology 424 Immunology (4)

Chem 421 Biological Chemistry (3)

Chem 423A General Biochemistry (3)

Chem 423B General Biochemistry (3)

MASTER OF SCIENCE IN BIOLOGY

The M.S. in Biology is a thesis-based degree for which the student completes original, independent research in one of the following areas: Biodiversity, Ecology & Conservation Biology, Cell & Developmental Biology, Marine Biology, Molecular Biology & Biotechnology, or Biology Pedagogy Research. The program offers specialized educational opportunities and training in preparation for (a) advanced graduate work toward a doctoral degree in the biological sciences or science education, (b) teaching at the secondary and community college levels, (c) participation in research programs and employment as a research technician, (d) participation in various field service and conservation positions within local, state and national governments, (e) entering the field of public-health service, or (f) technological work in the health sciences.

Admission Requirements

An applicant must meet the university requirements for admission, which include a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see section of this catalog on Graduate Admissions for complete statement and procedures). Students must make two applications, one to the university and another to the department. In addition to the university requirements for admission, acceptance into this program is contingent upon the following: (1) a B.A. or B.S. in Biological Science or related area at an accredited institution with a grade-point average of 3.0 in biology courses and a GPA of 2.5 in the related courses in mathematics, chemistry and physics; (2) submission of scores on one of the following: (a) Graduate Record Examination General Test, (b) Medical College Admission Test, or (c) Dental Admission Test; (3) completion of the departmental application; (4) submission of two letters of recommendation; and (5) acceptance by a thesis adviser.

Students with deficiencies may be considered for conditional acceptance into the program. For conditionally accepted students, the specific conditions and a deadline for their completion are determined at the time of admission; continuation in the M.S. program is dependent upon completion of the admission conditions by the specified deadline.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Classified Standing

Students should achieve classified graduate standing as soon as they are eligible, since no more than nine units of graduate work taken before classification can be included on the study plan (see below) for the degree. A student who meets the admission requirements may apply for classified standing, which requires the development of a study plan approved by the thesis adviser, thesis committee, director of the departmental graduate program and dean of graduate studies. Students admitted with conditional acceptance must meet conditions (see above) before being considered for classified standing.

Advancement to Candidacy

Advancement to candidacy is attained by requesting a graduation check and receiving subsequent approval of the departmental graduate program director on the Grad Check Review Form, mailed by the Graduate Studies Office.

Study Plan

Students must meet the Graduate Level Writing Requirement, which is described in this catalog under "Graduate Regulations." Biology M.S. candidates will meet this requirement by taking Biology 500A,B Professional Aspects of Biology.

A study plan includes 30 units of adviser-approved graduate work; at least one-half of the total units must be at the 500-level. All study plans must include Biology 599 Independent Graduate Research, Biology 500A,B Professional Aspects of Biology, Biology 598 Thesis, and at least two graduate seminars.

A thesis acceptable to the adviser and committee, covering a research problem, as well as a final oral examination on the thesis research, are required to complete the degree program.

Supervising the work of graduate students requires the personal attention of advisers. To insure that advisers are available for new graduate students, a graduate student is expected to complete the requirements for graduation within three years after classification.

For more detailed information or advisement, students should contact the Biological Science Department, or the Graduate Program Director of the Biological Science Department.

BIOLOGICAL SCIENCE COURSES

Courses are designated as BIOL in the class schedule.

Unless otherwise designated, prerequisites may be waived by the instructor of the course if the instructor is satisfied that the student is qualified for the course.

101 Elements of Biology (3)

Underlying principles governing life forms, processes and interactions. Elements of biology and reasoning skills for understanding scientific issues on personal, societal, and global levels. For the non-science major. No credit toward biological science major.

101H Elements of Biology (Honors) (3)

Corequisite: Biology 101LH (Honors). Students must meet honors qualifications. Living organisms and characteristics of the natural environment. Emphasis on the scientific reasoning leading to our current understanding of living systems. For the non-science major.

101L Elements of Biology Laboratory (1)

Prerequisite or corequisite: Biology 101. Laboratory experiments demonstrating the principles presented in the lecture course. Scientific inquiry, cell structure and function, physiology, genetics, biodiversity, evolution and ecology. For the non-science major. (3 hours laboratory or fieldwork; weekend field trips may be required).

101LH Elements of Biology Laboratory (Honors) (1)

Corequisite: Biology 101H (Honors). Students must meet honors qualifications. Laboratory experiments and demonstrations which provide insight into scientific reasoning and the basis of our current understanding of living systems. For the non-science major. (3 hours laboratory or fieldwork; field trips may be required)

102 Biology for Future Teachers (3)

Designed especially for the prospective teacher, this activity-based course will examine biological concepts in real-world contexts such as the medical examination, genes and evolution, and the environment. Lecture and laboratory form a single unified learning experience. No credit toward biological science major. (6 hours activity)

105 Survey of the Molecules of Life (3)

An introduction to the biochemical processes of life, including metabolism, development, and disease. Recent scientific advances are discussed with emphasis place on AIDS, cancer, diabetes, and cloning. Scientific methods and ethical issues in scientific research are also examined. For the non-science major. (Same as Chemistry 105)

171 Evolution and Biodiversity (5)

Introduction to scientific processes and methods of biology. Explorations of unifying principles of evolution processes leading to biodiversity, and principles of conservation biology. (Primarily for majors in the Colleges of Natural Science/Mathematics and Engineering/Computer Science; 3 hours lecture, 6 hours laboratory/fieldwork; weekend field trips may be required)

172 Cellular Basis of Life (5)

Prerequisite: Biology 171. Exploration of the structure and function of prokaryotic and eukaryotic cells including: evolutionary relationships; cell membranes; compartmentation; signaling and metabolic pathways; cellular reproduction; cell differentiation, multicellularity and development. (For majors in Colleges of Natural Science/Mathematics and Engineering/Computer Science; 3 hours lecture, 6 hours laboratory)

210 Human Anatomy and Physiology (3)

Introductory anatomy and physiological concepts for Kinesiology and Health Science majors. Gross and micro-level human anatomy as well as the structure and function of selected systems. Preparation for Kinesiology 260, 300, 348, 371, and the major in Health Science. No credit toward biological science major. (Same as Kinesiology 210)

273 Genetics and Molecular Biology (5)

Prerequisite: Biology 172. Corequisite: Completion or enrollment in Chemistry 120A. Explorations of the underlying principles of inheritance, structure and functions of nucleic acids, regulation of gene expression, the mechanisms by which populations evolve, and the impact of biotechnology on society. (3 hours lecture, 6 hours laboratory)

274 Principles of Physiology and Ecology (5)

Prerequisites: Biology 273 and Chemistry 120A; Mathematics 130, 150A, or 337 suggested. Principles of organisms' interactions with their environments; physiological and evolutionary mechanisms of change in response to environmental factors; population and community ecology; energy and material flow through ecosystems. (3 hours lecture, 6 hours laboratory/fieldwork; weekend field trips may be required)

299L Directed Laboratory Study (1-3)

Prerequisites: Biology 171 and 172 and consent of instructor. Research in biology under the supervision of a biology faculty member. Intended for students (especially lower-division) who may not have completed sufficient course work to allow them to work independently, but who are eager for laboratory research experience. May be repeated for university credit, but units do not count toward major. (3 hours laboratory per unit)

300 Environmental Biology (3)

Prerequisite: Biology 101 or equivalent. Biological consequences of human intervention in ecosystems: Endangered and threatened species, pollution impact on organisms, pest control, population dynamics, genetic engineering of agricultural species, management of natural areas and urban ecosystem dynamics. No credit toward biological science major.

301 Problems in Environmental Biology (3)

Prerequisite: admission into the Southern California Ecosystems Research Program in environmental biology. Showcases environmental problems in Southern California ecosystems. Students investigate effects
of human activities on desert, foothill, and wetland ecosystems. Course offered as an intensive four-week summer field experience. (Equivalent to 1 hour lecture, 6 hours laboratory/fieldwork during a normal semester)

302 General Microbiology (4)

Prerequisites: completion of Biology lower-division core and Chemistry 120B. Introduction to structure and function of bacteria and viruses including beneficial and detrimental activities and interactions with other organisms. Laboratory provides investigations with microscopy, culture, physiology and genetics of microbes. (2 hours lecture, 6 hours laboratory)

303 Intermediate Cell Biology (3)

Prerequisites: completion of Biology lower-division core. Corequisite: Chemistry 301A. Evidence-based examination of cells in action, roles of information, matter and energy flow as driving forces for compartmentation, protein sorting, metabolic and signaling pathways, motility and adhesion; examples taken from developmental, neural and cancer processes.

304 Supervised Biology Laboratory Instruction (2)

Prerequisites: Biology 172, 273 or 274 and permission of instructor. For students interested in assisting in lower division biology lab that they have completed. Students will gain practical experience in laboratory teaching and will be introduced to major topics in biology education.

305 Human Heredity and Development (3)

Prerequisite: Biology 101 or equivalent. Principles of human heredity and embryology relating to human development. Mendelian genetics, single gene effects, genetics, prenatal diagnosis, and human embryology. No credit toward biological science major.

306 Biology of Aging (3)

Prerequisite: Biology 101 or equivalent. Biological changes in cells, tissues, organs and the whole body associated with aging. Theories of aging will be discussed with primary emphasis on mammals. No credit toward biological science major.

309 Intermediate Molecular Biology (3)

Prerequisites: completion of Biology lower-division core. Corequisite: Chemistry 301A. Molecular and genetic basis of cellular functions. The role of gene expression and protein function in metabolism, physiology, growth, development. Introduction to recombinant DNA and its uses, and to critical analysis of primary literature.

310 Human Physiology (3)

Prerequisite: Biology 101 or equivalent. Human physiological systems and their relationship to human function for non-biology majors and students in Kinesiology and Health Sciences. No credit for biological science major.

311 Nutrition and Disease (3)

(Same as Chemistry 311)

314 Evolutionary Ecology (3)

Prerequisites: completion of Biology lower-division core. The integration of evolutionary and ecological principles. Includes the nature and causes of variation, population genetics, life histories, adaptation, evolution of behavior, ecology of interspecific interactions, paleoecology and life through time, and the interplay between ecology and phylogeny. (3 hours lecture)

317 Field Marine Biology (4)

Prerequisites: completion of Biology lower-division core. Field biology and natural history of local marine plants and animals. Identification of common species and factors determining their distributions and abundance in marine habitats. Effects of human activities on marine organisms. (2 hours lecture, 6 hours lab or fieldwork; weekend field trips may be required)

319 Marine Biology (3)

Prerequisite: Biology 101 or equivalent. Survey of marine plants and animals in their habitats. No credit toward biological science major.

322 Human Behavioral Ecology (3)

(Same as Anthropology 322.)

330 Ecology of American Indians (3)

Prerequisite: Biology 101 or equivalent. Interrelationships of native peoples of the Americas with the local flora and fauna and the natural environment. Roles of American Indians in predator-prey interactions, ecological hierarchy, nutrient cycling, successional change and resource management. No credit toward biological science major.

340 Field Botany (3)

Prerequisites: completion of Biology lower-division core. The native flora of southern California. Identification, natural history and factors that determine the distribution of species. (1 hour lecture, 6 hours laboratory or fieldwork; weekend field trips are required)

344 Survey of the Land Plants (4)

Prerequisites: completion of Biology lower-division core. A survey of the anatomical and morphological characteristics of the land plants as they relate to the evolutionary development and ecological strategies of these plants. (2 hours lecture, 6 hours laboratory)

352 Plants and Life (3)

Prerequisite: one semester of college biology. The importance of plants in our lives, including such things as plant domestication and the origin of agriculture. Why plants are fascinating organisms. No credit toward biological science major.

360 Biology of Human Sexuality (3)

Prerequisite: Biology 101 or equivalent. The biology of the human reproductive system, sexual differentiation, anatomy and physiology, sexual behaviors, procreation, contraception and sexually transmitted disease. No credit toward biological science major.

361 Human Anatomy (4)

Prerequisites: completion of Biology lower-division core. A systems approach to the structure and function of the human body. For biology majors and related health sciences. (2 hours lecture, 6 hours laboratory)

362 Mammalian Physiology (4)

Prerequisites: completion of Biology lower-division core and Chemistry 120B. The fundamental mechanisms of mammalian and human physiology. Integration of cellular and organ system functions with emphasis on regulatory processes. For biology majors and related health sciences. (3 hours lecture, 3 hours laboratory).

400 Seminar in Biology Education (2)

Prerequisites: one of the following: Biology 302, 303, 309, 314 and permission of instructor. For students interested in biology education/ science education. Students discuss major topics in biology education and conduct research. (2 hours lecture/discussion)

401 Biogeography (3)

Prerequisites: completion of Biology lower-division core. Evolutionary patterns and mechanisms of the distribution of plants and animals in the major habitats of the world. Current concepts and theories.

402 Computer Lab in Molecular Systematics (3)

Prerequisites: completion of Biology lower-division core. To gain practical and theoretical experience with software-based methods in molecular systematics, with emphasis on Internet resources for molecular biologists, acquisition of gene protein sequences, multiple sequence alignment, PCR primer design, phylogenetic analysis, and controversies in the field. (2 hours lecture, 3 hours laboratory)

404 Evolution (3)

Prerequisites: completion of Biology lower-division core. The history of evolutionary thought; origin of universe, earth and life; geological and paleontological history of the earth; evidence derived from comparative anatomy, embryology, genetics, zoogeography; mechanisms of evolution.

405 Developmental Biology (3)

Prerequisite: Biology 303 or 309. Molecular and cellular processes in embryonic development encompassing mechanisms of fertilization, cell and tissue interactions, morphogenesis, organogenesis, and the regulation of gene expression.

409 Teaching Evolution: Online Course for Teachers (3)

Prerequisites: completion of biology core, General Education Category III.A. and instructor permission. Introduces concepts of evolution, methods of teaching evolution, information competence and ethics. Technology employed for communication, collaboration, investigation and organization. If both Biology 404 and 409 are taken, only Biology 404 counts for biological science major.

411 Medical Genetics and Systems Biology (3)

Prerequisites: completion of Biology lower-division core and one of the following: Biology 302, 309, Chemistry 421 or 423A. Advances in genetics, genomics, proteomics, and systems biology. Implications for the pharmaceutical industry, the clinic, and for genetic counseling. Uses of biological arrays in diagnosing and treating diseases.

412 Principles of Gene Manipulation (3)

Prerequisites: Biology 309 and Chemistry 301B. Current approaches to and applications of recombinant DNA technology. Principles behind construction of recombinant molecules including vectors and enzymes, introduction into organisms, selection, expression of cloned genes, and impact of research on society.

413 Advances in Molecular Genetics (3)

Prerequisites: Biology 309 and Chemistry 301A,B. The function of genetic material and informational macromolecules. Extensive analysis of recent scientific articles in molecular genetics illustrating mutagenesis, protein synthesis, protein structure and function, biogenesis of RNA molecules, regulation of gene expression and their relationship to important biological processes.

414 Microbial Genetics (3)

Prerequisite: one of the following: Biology 302, 309, Chemistry 421, or 423A. A perspective of genetics of microbial systems including background information, experimental methods, data interpretation, genetic analysis and applications to biotechnology.

417 Advances in Cell Biology (3)

Prerequisite: Biology 303. Current topics in the cell biology of cell motility, cell multiplication and regulation, membranes and permeability, cell signaling, cell-to-cell contact and extracellular matrix, and cell differentiation using current journal articles.

418L Advances in Cell Biology Lab (2)

Prerequisite: Biology 303. Use of current techniques like fluorescence microscopy, immunolabeling, ion-sensitive dye ratiometry, image processing, and 2-D and 3-D reconstruction to study problems in cell biology, cellular developmental biology, and cellular neurobiology. (6 hours laboratory)

419 Marine Ecology (3)

Prerequisite: Biology 314. Ecology of planktonic, nektonic and benthic organisms; their communities and environments.

419L Marine Ecology Laboratory (1)

Corequisite: Biology 419. Field and laboratory studies of planktonic, nektonic and benthic communities. (3 hours laboratory or field work; weekend field trips may be required)

424 Immunology (4)

Prerequisites: Biology 302, and 303 or 309. The molecular, cellular and organismic nature of the immune process. Inflammation, phagocytosis, antigens, immunoglobulins and cell-mediated immune phenomena. Modern immunology techniques. (2 hours lecture, 6 hours laboratory)

426 Virology (3)

Prerequisite: Biology 303 or 309. Viral structure and replication and host-virus interactions in the viral replication process, with emphasis on animal and bacterial virus systems.

428 Biology of Cancer (3)

Prerequisite: Biology 303 or 309 or 314. Biology 424 is recommended. The cancer problem as a dilemma of biology. Clinical and epidemiological aspects. Current research.

433 Microbial Problems in Foods (2)

Prerequisite: Biology 302 or equivalent. Food spoilage, food intoxication and food-borne diseases caused by microbes in food processing. The microbes involved, sources of contamination, and methods used in detection and prevention of problems. (1 hour lecture, 3 hours laboratory or fieldwork; weekend field trips may be required)

436 Advanced Applied Statistics (4)

Prerequisites: Math 337 or 338; junior or senior standing. Linear models, including mixed models, applied to experimental and field data from current research projects. Poisson and logistic regression. Emphasis on model fitting and checking; use of permutation tests as needed. Presentation of results suitable for publication. (3 hours lecture, 3 hours laboratory) (Same as Math 436)

438 Public Health Microbiology (4)

Prerequisite: Biology 302. The control and epidemiology of infectious diseases of public health importance, water and sewage microbiology. Control of current problems. (2 hours lecture, 6 hours laboratory)

441 Plant Taxonomy (4)

Prerequisites: completion of Biology lower-division core. Classification and evolution of vascular plants; emphasis on the flowering plants. (2 hours lecture, 6 hours laboratory or fieldwork; weekend field trips may be required)

442 Pollination Biology (3)

Prerequisites: completion of Biology lower-division core. Pollination in the plant kingdom. Floral cues, pollination syndromes, pollinator behavior, chemical and physical characteristics of pollination, energetics, gene flow, phenology, and ecological aspects of pollination. (2 hours lecture, 3 hours laboratory or fieldwork)

443 Plant Ecology (4)

Prerequisite: Biology 314. Community and population ecology of terrestrial plants. Environmental factors and plant distribution with emphasis on California vegetation. (2 hours lecture, 6 hours laboratory or fieldwork; weekend field trips may be required)

444 Plant Physiological Ecology (4)

Prerequisites: completion of Biology lower-division core. Biology 445 is recommended. Fundamental mechanisms of plant physiological responses to the environment with primary emphasis on whole plants and ecosystems. (2 hours lecture, 6 hours laboratory; weekend field trips may be required)

445 Plant Cell Physiology (3)

Prerequisites: completion of Biology lower-division core plus one of the following: Biology 302, 309, 314, Chemistry 421, or 423A. Cellular and molecular mechanisms of behavior, growth, transport processes, and environmental responses in vascular plants. Plant cell development, nutrition, respiration, photosynthesis, hormones, photoperiodism, and stress biology.

446 Marine Phycology (4)

Prerequisites: completion of Biology lower-division core. Biological aspects of marine algae; comparative development, morphology, taxonomy, physiology, and ecology. (2 hours lecture, 6 hours laboratory or fieldwork; weekend field trips may be required)

448 Plant Molecular Biology (3)

Prerequisite: Biology 302 or 303 or 309 or Chemistry 421 or 423A. Genetic mechanisms in vascular plants controlling metabolism, growth, development, and responses to biotic/abiotic environmental stresses. Emphasis on molecular regulation of gene expression and transduction of internal and external signals.

450 Conservation Biology (3)

Prerequisite: Biology 314 or consent of instructor. Current topics involving theory, concepts and techniques in the conservation of biological diversity.

451 Advanced Human Evolution (3)

(Same as Anthro 451)

461 Marine Invertebrate Biology (4)

Prerequisites: completion of Biology lower-division core. Evolution, classification, phylogeny, morphological and physiological adaptations of marine invertebrate animals. Dissection, identification and observation of extant animals. (2 hours lecture, 6 hours laboratory or fieldwork; weekend field trips may be required)

462 General Parasitology (4)

Prerequisites: completion of Biology lower-division core. Survey of various animal parasites with an emphasis on the morphology, physiology, and genetics of human protozoans and helminthes. Other topics will include vectors and common parasites of domestic animals. (3 hours lecture, 3 hours lab per week)

466 Behavioral Ecology (3)

Prerequisites: completion of Biology lower-division core. Current problems in the evolution of animal behavior; the origin and maintenance of social systems and behavioral interactions of animals.

467 Entomology (4)

Prerequisites: completion of Biology lower-division core. Anatomy, physiology, evolution and biology of insects and other terrestrial arthropods. Dissection, collection, identification and observation of living arthropods. (2 hours lecture, 6 hours laboratory or fieldwork; weekend field trips may be required)

468 Comparative Animal Physiology (4)

Prerequisites: completion of Biology lower-division core and Chemistry 120B. Comparative study of physiological and biochemical processes among representative animals. (2 hours lecture, 6 hours laboratory, weekend field trips may be required)

470 Cellular Neurobiology (3)

Prerequisites: Biology 303 or 309, and 362. Processes of cell communication, particularly in nervous systems. Molecular biology of neurons, model sensory and motor systems, and cellular basis for behavior.

472A Advances in Biotechnology Laboratory (3)

(Same as Chemistry 472A)

472B Advances in Biotechnology Laboratory (3)

Prerequisite: Biology/Chemistry 472A. Second semester exploring biotechnology techniques for gene product analysis: DNA sequencing, site-directed mutagenesis, predicting amino acid changes, protein overproduction, enzyme function assays, protein identification/preparation by gel techniques, immunoblotting. (1 hour discussion, 6 hours laboratory) (Same as Chemistry 472B)

473 Bioinformatics (3)

Prerequisites: Chemistry 301B, 302 and Biology 309, Biology 314 or Chemistry 421; or consent of instructor. Provides a research-based, problem-solving experience using the tools and algorithms of molecular and computational biology to analyze genetic and protein sequences retrieved from appropriate databases. (2 hours lecture and 3 hours computer laboratory) (Same as Chemistry 473)

474 Natural History of the Vertebrates (4)

Prerequisites: completion of Biology lower-division core. Natural history of the vertebrates. Observation, identification, behavior, ecology and distribution of the vertebrates. (2 hours lecture, 6 hours laboratory/fieldwork; weekend field trips may be required)

475 Ichthyology (4)

Prerequisites: completion of Biology lower-division core. The systematics, evolution, morphology, physiology, ecology and behavior of fishes. (2 hours lecture, 6 hours laboratory/fieldwork; weekend field trips may be required)

476 Herpetology (4)

Prerequisites: completion of Biology lower-division core. The biology, structure, physiology, ecology, distribution, identification, collection, evolution and behavior of amphibians and reptiles. (2 hours lecture, 6 hours laboratory or fieldwork; weekend field trips may be required)

477 Advances in Biotechnology (3)

(Same as Chemistry 477)

478 Mammalogy (4)

Prerequisites: completion of Biology lower-division core. The systematics, evolution, morphology, physiology, ecology and behavior of mammals. (2 hours lecture, 6 hours laboratory or fieldwork, weekend field trips may be required)

479 Ornithology (4)

Prerequisites: completion of Biology lower-division core. Anatomy, physiology, evolution, behavior, and ecology of birds. Laboratory and fieldwork in identification, anatomy, observational techniques and community composition. (2 hours lecture, 6 hours lab or fieldwork; weekend field trips may be required)

480 Advanced Topics in Undergraduate Biology (1-3)

Prerequisites: upper-division students majoring in biological science and consent of instructor. Current topics, updating of concepts, recent advances and unification of the principles of biology. May be repeated for credit.

480E SCERP Proseminar (1)

Prerequisites: selection as a Southern California Ecosystems Research Program (SCERP) Fellow. Increase the experience and skills of SCERP Fellows in working on problems in environmental biology. Discussion of publications, development and presentation of SCERP research. Offered Credit/No Credit only. May be repeated for credit. Not available for graduate degree credit.

480M MARC Proseminar (1)

Prerequisite: selection as MARC Fellow. Intended to increase the contact of MARC Fellows with minority scientists of national repute who will present seminars. Fellows will read and discuss relevant primary literature, attend the seminars, and meet with speakers before and after the seminars. May be repeated for credit. (Same as Chemistry 480M)

495 Biological Internship (3)

Prerequisites: successful completion of 90 units, including all core requirements, and consent of instructor. Biological, ecological, and health-related fields. Ninety (90) hours of practical experience in student's chosen field of interest with public or private agencies or businesses. May not be repeated for credit. (1 hour lecture/discussion, 6 hours laboratory work experience)

496 Biology Tutorials (1-3)

Prerequisites: completion of Biology lower-division core and consent of instructor. Supervised experience in biological science teaching through tutoring or assisting in a laboratory or field class. No credit toward biological science major.

498 Senior Thesis (2)

Prerequisite: 6 units of Biology 499L (two units may be taken concurrently). Thesis committee must approve research plan at least two semesters prior to enrollment in this course. Requires preparation, presentation and defense of a formal thesis.

499L Independent Laboratory Study (1-3)

Junior or senior standing with consent of instructor with whom the student wishes to pursue independent laboratory study in biology. May be repeated for credit.

500A Professional Aspects of Biology (1)

Prerequisites: graduate standing and concurrent enrollment in Biology 500B. Discussions concerning research protocol, scientific methodology and communication techniques. Ethics and social responsibilities of professional biologists. (1 hour discussion)

500B Professional Aspects of Biology (1)

Prerequisites: graduate standing and concurrent enrollment in Biology 500A. Individualized project work and experiences in scientific writing. Required of all students upon admission to the graduate program. (3 hours project work)

500C Professional Aspects of Biology: Teaching Effectiveness (2)

Prerequisites/corequisites: graduate standing; must have received a Graduate Teaching Associate appointment. This course is designed to assist graduate students in becoming effective classroom teachers and understanding the scholarship of teaching in higher education. Graduate Teaching Associates will learn pedagogy and a variety of teaching alternatives while concurrently teaching in a laboratory/discussion setting.

505T Seminar in Molecular, Cellular, Immunological and Physiological Biology (3)

Prerequisite: graduate standing. Selected advanced topics. May be repeated for credit.

517T Seminar in Ecological and Organismic Biology (3)

Prerequisite: graduate standing. Selected advanced topics. May be repeated for credit.

520T Seminar in Microbiology (3)

Prerequisite: graduate standing. Selected advanced topics. May be repeated for credit.

580 Advanced Topics in Graduate Biology (1-3)

Prerequisites: graduate standing in biology and consent of instructor. Current research topics, experimental design and problem solving in biological systems. May be repeated for credit.

598 Thesis (1-3)

Open to graduate students with consent of instructor with whom the student is conducting graduate thesis research. May be repeated for a maximum of 6 units of credit.

599 Independent Graduate Research (1-3)

Open to graduate students with consent of instructor with whom the student wishes to pursue independent study in biology. May be repeated for credit.



Business Administration

College of Business and Economics

ASSOCIATE DEAN
ACADEMIC PROGRAMS
Thomas Johnson

ASSISTANT DEAN
ACADEMIC ADVISING
Robert Miyake

ADVISING CENTER
Langsdorf Hall 731

DEPARTMENT WEBSITE
www.business.fullerton.edu

PROGRAMS OFFERED

- Bachelor of Arts in Business Administration
  - Concentrations in:
  - Accounting
  - Business Economics
  - Entertainment and Tourism Management
  - Entrepreneurship
  - Finance
  - Information Systems
  - Management
  - Management Science
  - Marketing
- Minor in Business Administration
- Minor in Information Systems
- Master of Business Administration
  - Concentrations in:
  - Accounting
  - Business Economics
  - E-Commerce
  - Entrepreneurship
  - Finance
  - Information Systems
  - International Business
  - Management
  - Management Science
  - Marketing

INTRODUCTION

This major prepares students for beginning professional level positions in business and administration in both the private and public sectors. Career opportunities range from accounting, cost analysis, marketing research and statistical forecasting to real estate, personnel, sales and information systems. This curriculum also provides a foundation for advanced study.

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

Admission to the Business Administration Major

Admission to the Business Administration major involves two steps. Students who apply to the major are initially classified as Pre-business. After completing the lower-division core requirements with grades of at least "C" (2.0), students may apply to the Business Administration major.

All of the following requirements must be met for the degree. Students must earn a grade of at least "C" (2.0) in each core course listed below. For assistance in interpreting these requirements contact the Business Advising Center.

The Bachelor of Arts in Business Administration requires a minimum of 120 units. Students must fulfill all requirements for the major, General Education, all other University requirements, and free electives.

Required Lower-Division Core Courses

Accounting 201A Financial Accounting (3)

Accounting 201B Managerial Accounting (3)

Business Admin 201 Business Writing (3)

Econ 201 Principles of Microeconomics (3)

Econ 202 Principles of Macroeconomics (3)

Management 246 Business and Its Legal Environment (3)

InfoSys/DecSci 265 Introduction to Information Systems and Applications (3)

Math 135 Business Calculus (3)

OR Math 130 Short Course in Calculus (4)

OR Math 150A Analytic Geometry and Calculus (4)

Required Upper-Division Core Courses

Business Admin 301 Advanced Business Communication (3)

Econ 310 Intermediate Microeconomic Analysis (3)

OR Econ 315 Intermediate Business Microeconomics (3)

OR Econ 320 Intermediate Macroeconomic Analysis (3)

Finance 320 Business Finance (3)

Management 339 Principles of Management & Operations (3)

Management 340 Organizational Behavior (3)

InfoSys/DecSci 361A Quantitative Business Analysis: Probability and Statistics (3)

InfoSys/DecSci 361B Quantitative Business Analysis: Statistics and Management Science (3)

Marketing 351 Principles of Marketing (3)

Required Capstone Core Course

After completing all lower and upper-division core courses, take:
Management 449 Seminar in Strategic Management (3)

Required Concentration Courses

A minimum of 18 units of course work is required in one concentration. See listing of concentration requirements below.

Collateral Requirement

Three-unit introductory social science course other than Economics, chosen from General Education Section III.C.1.

Other Requirements, Grades and Residence

Global Business Requirement. Complete one course, of at least 3 units, in the area of Global Business. The course must be selected from the list of Approved Global Business Courses, which is available from the Business Advising Center.



Grade-Point Average (GPA). Maintain at least a 2.0 grade point average in all college level units attempted, in all units attempted at CSUF, in all units attempted in the major, and in all units attempted in the concentration. Earn at least a "C" (2.0) grade in each core course and in each of the following concentrations: accounting, information systems and management science. A grade of "C-minus" (1.7) or lower is not a passing grade.

Grade option. Take all required core courses and all required concentration courses in the College of Business and Economics for a letter grade (A,B,C,D,F). The Credit/No Credit grading option may not be used for these courses, and a grade of CR (credit) will not satisfy the requirements for the degree. Exception: Courses in calculus may be taken under the Credit/No Credit grading option; however, if it is also taken to meet general education requirements then it must be taken for a letter grade.

Residence. At least one-half of the units in the major and in the concentration (except accounting, which requires 15) must be taken in residence in the College of Business and Economics; at least 15 of the last 24 units before graduation must be taken in residence in the College of Business and Economics.

Second Language Graduation Requirement. Since the Bachelor of Arts in Business Administration is a high-unit program, majors are exempt from the second language graduation requirement.

Concentrations for the B.A. in Business Administration

Business administration majors must complete the requirements of one concentration in addition to the degree requirements shown above.

ACCOUNTING CONCENTRATION (21 UNITS)

All students with an accounting concentration are required to take the courses shown below.

Accounting 301A,B Intermediate Accounting (3,3)

Accounting 302 Cost Accounting (3)

Accounting 307 Accounting Information Systems (3)

Accounting 308 Concepts of Federal Income Tax Accounting (3)

And two courses from the following (6 units):

Accounting 401 Advanced Accounting (3)

Accounting 402 Auditing (3)

Accounting 403 Accounting for Governmental and Nonprofit Entities (3)

Accounting 405 Fraud Detection (3)

Accounting 408 Problems in Taxation (3)

Accounting 420 Advanced Cost Accounting (3)

Accounting 422 Internal Audit and Control (3)

Accounting 460 Seminar in Financial Statement Analysis (3)

Accounting 470 Tax Research, Practice and Procedures (3)

BUSINESS ECONOMICS CONCENTRATION (18 UNITS)

All students with an economics concentration are required to take Econ 310 Intermediate Microeconomic Analysis (3) or Econ 315 Intermediate Business Microeconomics (3) as part of their business administration core requirements. In addition, the concentration requires Econ 320 Intermediate Macroeconomic Analysis (3) and Econ 340 Economic Research Methods (3) and 12 units of upper-division economics electives, 6 units of which must be at the 400 level.

Students interested in economics also may wish to consider the Bachelor of Arts in Economics.

ENTERTAINMENT & TOURISM MANAGEMENT CONCENTRATION (21 UNITS)

Required courses (6 units)

Business Admin 346 Introduction to Entertainment and Tourism Studies (3)

Business Admin 449 Capstone in Entertainment and Tourism Studies (3)

Interdisciplinary Electives (9 units from the following)

Radio-TV-Film 100 Introduction to Radio, TV, and Film (3)

Course in Entertainment and Public Relations (3)

Radio-TV-Film 480 Management in Radio, TV, and Film (3)

Theatre 350 Stage Management (3)

Theatre 351 Theatre Management (3)

Business Electives (6 units)

Management 435 Service Operations and Operations (3)

OR Management 446 Entertainment Business Law (3)

Marketing 425 Retail Marketing Strategies (3)

OR Marketing 465 Managing Services Marketing (3)

ENTREPRENEURSHIP CONCENTRATION (18 UNITS)

Management 461 Entrepreneurial Management (3)

Marketing 462 Marketing for Entrepreneurs (3)

Accounting 463 Financial Controls for Entrepreneurs (3)

Management 464 Entrepreneurial Leadership (3)

Management 465A New Venture Creation and Funding (3)

Management 465B New Venture Launch (3)

FINANCE CONCENTRATION (18 UNITS)

Required Courses (6 units)

Finance 332 Theory of Corporate Finance (3)

Finance 340 Introduction to Investments (3)

OR Finance 342 Capital and Money Markets (3)

Electives (12 units)

Students must complete 12 units of elective courses in finance. Students are encouraged to choose as many courses as possible from one of the following. Students are expected to consult with faculty advisers when selecting courses.

Corporate/International Financial Management Track

Finance 331 Working Capital Management and Computer Applications (3)

Finance 335 Financial Analysis for Investors and Lenders (3)

Finance 342 Capital and Money Markets (3)

Finance 370 International Business Finance (3)

Finance 371 Export-Import Financing (3)

Finance 373 Asia-Pacific Financial & Security Markets (3)

Finance 432 Financial Forecasting and Budgeting (3)

Finance 433 Problems in Business Finance (3)

Financial Institutions Track

Finance 335 Financial Analysis for Investors and Lenders (3)

Finance 340 Introduction to Investments (3)

Finance 342 Capital and Money Markets (3)

Finance 351 Introduction to Real Estate (3)

Finance 352 Real Estate Finance (3)

Finance 370 International Business Finance (3)

Finance 425 Commercial Bank and Financial Institution Management (3)

Finance 444 Options and Futures (3

Insurance & Financial Service Track

Finance 335 Financial Analysis for Investors and Lenders (3)

Finance 360 Principles of Insurance (3)

Finance 410 Theory and Practice of Personal Financial Planning (3)

Finance 411 Retirement and Estate Planning (3)

Finance 461 Business Property and Liability Risk Management (3)

Finance 462 Life and Health Insurance (3)

Investments/Financial Planning Track

Finance 335 Financial Analysis for Investors and Lenders (3)

Finance 340 Introduction to Investments (3)

Finance 355 Real Estate Investment Analysis (3)

Finance 360 Principles of Insurance (3)

Finance 410 Theory & Practice of Personal Financial Planning (3)

Finance 411 Retirement and Estate Planning (3)

Finance 442 Advanced Investment Analysis (3)

Finance 444 Options and Futures (3)

Note: To be eligible to sit for the Certified Financial Planner Examination, students must take all of the following: Finance 340, 355, 360, 410, 411, and Accounting 358.

Real Estate Professions Track

Finance 351 Introduction to Real Estate (3)

Finance 352 Real Estate Finance (3)

Finance 353 Real Estate Valuation (3)

Finance 355 Real Estate Investment Analysis (3)

Finance 454 Real Estate Market Analysis (3)

Finance 456 Property Development and Management (3)

Note: To be eligible to sit for the Real Estate Broker License Examination, students must have completed eight college-level courses, in addition to meeting the experience/educational requirements. Five of the courses are required, including: Real Estate Practice (not offered at CSUF); Legal Aspects of Real Estate (not offered at CSUF); Real Estate Finance (Finance 352); Real Estate Appraisal (Finance 353); and Real Estate Economics (Finance 454). In lieu of Real Estate Economics, the student may complete Econ 201, 202 or 361 or Accounting 201A or 201B. In addition to the five required courses, the student is required to complete three courses from a long list of electives including the following courses offered at CSUF: Real Estate Principles (Finance 351); Advanced Real Estate Finance (Finance 355); Advanced Real Estate Appraisal (Finance 551); and Business Law (Management 246). For detailed information, please visit the California Department of Real Estate website.

INFORMATION SYSTEMS CONCENTRATION (21 UNITS)

All students with an Information Systems concentration are required to take:

InfoSys/DecSci 309 Intro to Operating Systems and Programming (3)

InfoSys/DecSci 310 Systems Analysis and Design (3)

InfoSys/DecSci 408 Database Management Systems (3)

InfoSys/DecSci 409 Business Telecommunications for Information Systems Design (3)

InfoSys/DecSci 454 Seminar in Information Systems Development (3)

Select one of the following Programming Courses (3 units)

InfoSys/DecSci 371 C++ for Business Applications (3)

InfoSys/DecSci 372 JAVA Programming for Business Applications (3)

InfoSys/DecSci 411 Micro-computer Business Application Design (3)

Select one of the following elective courses (3 units)

InfoSys/DecSci 371** C++ for Business Applications (3)

InfoSys/DecSci 372** JAVA Programming for Business Applications (3)

InfoSys/DecSci 411 Micro-computer Business Application Design (3)

InfoSys/DecSci 413 Business Programming Applications for Enterprise Resource Planning Systems (3)

InfoSys/DecSci 414 Internet Technologies and Applications (3)

InfoSys/DecSci 415 Decision Support and Expert Systems (3)

InfoSys/DecSci 418 Privacy and Security (3)

InfoSys/DecSci 431 Enterprise Systems Implementation, Configuration and Use (3)

InfoSys/DecSci 433 Enterprise Systems Administration (3)

InfoSys/DecSci 435 Integrated Enterprise Information Systems (3)

InfoSys/DecSci 437 Enterprise Networks for Information Systems (3)

InfoSys/DecSci 474 Introduction to SAS and Data Mining (3)

**May not be used as an elective if selected as a programming course

MANAGEMENT CONCENTRATION (18 UNITS)

Students in the management concentration must choose one of the following emphases:

General Management (18 units)

Management 343 Human Resource Management (3)

OR Management 443 Team Leadership Skills (3)

Management 425 Productivity and Quality Management (3)

Management 440 Emerging Issues in Management (3)

and nine units of elective course work to be chosen in consultation with a departmental adviser.

Human Resources Management (18 units)

Management 343 Human Resource Management (3)

Management 432 Staffing (3)

Management 434 Compensation (3)

Management 441 Labor-Management Relations (3)

and six units of elective coursework to be chosen in consultation with a departmental adviser.

International Management (18 units)

Management 346 International Law for Business (3)

Management 350 International Management (3)

Management 425 Productivity & Quality Management (3)

and nine units of elective coursework to be chosen in consultation with a departmental adviser.

Operations Management (18 units)

Management 343 Human Resource Management (3)

OR Management 443 Team Leadership Skills (3)

Management 421 Operations Systems Design (3)

Management 422 Production and Inventory Control (3)

Management 425 Productivity and Quality Management (3)

and six units of elective course work to be chosen in consultation with a departmental adviser.

MANAGEMENT SCIENCE CONCENTRATION (18 UNITS)

Required Courses (9 units)

InfoSys/DecSci 309 Introduction to Operating Systems and Programs (3)

InfoSys/DecSci 310 Systems Analysis and Design (3)

InfoSys/DecSci 440 Integrative Decision Tools for Business Operations (3)

OR InfoSys/DecSci 442 Business Modeling Using Spreadsheets (3)

One Course in Statistical Concepts (3 units)

Electives in Statistics (Students must take at least one course from this category)

InfoSys/DecSci 422 Surveys and Sampling Design and Applications (3)

InfoSys/DecSci 461 Statistical Theory for Management Science (3)

InfoSys/DecSci 467 Statistical Quality Control (3)

InfoSys/DecSci 472 Design of Experiments (3)

InfoSys/DecSci 473 Applied Statistical Forecasting (3)

InfoSys/DecSci 474 Data Mining (3)

InfoSys/DecSci 475 Multivariate Analysis (3)

6 Units from:

InfoSys/DecSci 408 Database Management Systems (3)

InfoSys/DecSci 411 Microcomputer Business Application Design (3)

InfoSys/DecSci 415 Decision Support and Expert Systems (3)

InfoSys/DecSci 465 Linear Programming in Management Science (3)

InfoSys/DecSci 490 Queuing and Stochastic Models in Management Science (3)

Econ 440 Introduction to Econometrics (3)

Finance 360 Principles of Insurance (3)

Finance 444 Options and Futures (3)

Management 422 Production and Inventory Control (3)

Management 430 Integrated Logistics Management (3)

Management 444 Project Management (3)

An additional course in Statistical Concepts (3)

MARKETING CONCENTRATION (18 UNITS)

Required Courses (9 units)

Marketing 353 Marketing Information Technology (3)

Marketing 370 Buyer Behavior (3)

Marketing 379 Marketing Research Methods (3)

Electives (6 units)

Choose two from the following:

Marketing 401 Professional Selling (3)

Marketing 405 Integrating Marketing Communications (3)

Marketing 415 Managing the Sales Force (3)

Marketing 425 Retail Marketing Strategy (3)

Marketing 430 Sports Marketing (3)

Marketing 445 International Marketing (3)

Marketing 455 Strategic Internet Marketing (3)

Marketing 462 Marketing for Entrepreneurs (3)

Marketing 465 Managing Services Marketing (3)

Marketing 475 Export Marketing Strategies (3)

Marketing Concentration Capstone Course (3 units)

Marketing 489 Developing Marketing Strategies (3)

MINOR IN BUSINESS ADMINISTRATION

The minor provides a basic understanding of the role of business in society and the methods used by business. This curriculum also provides a basis for advanced study. A working knowledge of algebra is necessary for several of the required courses.

Business administration minors shall not enroll in any required upper-division course (in the minor) until they have completed all of the required lower-division courses (in the minor) with a grade of at least "C" (2.0) in each course. Students must earn a grade of at least "C" (2.0) in each course required for the minor.

Required Lower-Division Courses

Accounting 201A,B Financial and Managerial Accounting (3,3)

Econ 201 Principles of Microeconomics (3)

Econ 202 Principles of Macroeconomics (3)

Management 246 Business and Its Legal Environment (3)

InfoSys/DecSci 265 Introduction to Information Systems and Applications (3)

Required Upper-Division Courses

Special Notice: Enrollment in these courses requires the completion of all lower-division minor requirements with a grade of "C" (2.0) or better in each course.

Finance 320 Business Finance (3)

Management 339 Principles of Management & Operations (3)

OR Management 340 Organizational Behavior (3)

Marketing 351 Principles of Marketing (3)

Economics Majors minoring in Business Administration: Economics Majors can complete a minor in business administration by taking Accounting 201B, Management 246, Finance 320, Management 339 or 340 and Marketing 351. All other required courses for the minor are required for the major in Economics.

MINOR IN INFORMATION SYSTEMS*

This minor surveys modern computer methods and the development of information-systems. Emphasis is placed on systems which aid management decision-making. Students must earn a grade of at least "C" (2.0) in each course listed below.

Accounting 201A Financial Accounting (3)

InfoSys/DecSci 265 Introduction to Information Systems and Applications (3)

InfoSys/DecSci 309 Introduction to Operating Systems and Programming (3)

InfoSys/DecSci 310 Systems Analysis & Design (3)

InfoSys/DecSci 408 Database Management Systems (3)

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*Students with a major in business administration may not minor in information systems. Interested students may elect to complete a second concentration in information systems.

One of the following:

InfoSys/DecSci 371 C++ for Business Applications (3)

InfoSys/DecSci 372 Java Programming for Business Applications (3)

InfoSys/DecSci 411 Microcomputer Business Application Design (3)

CREDENTIAL INFORMATION

The bachelor's degree in Business Administration may be effectively combined with subject matter studies necessary for the single subject teaching credential in business. Undergraduates are encouraged to work with the department adviser and/or the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. Postgraduate students should contact the Admission to Teacher Education office in the College of Education (714-278-3411) to obtain information on attending an overview presentation and orientation and then contact the department credential adviser.

MASTER OF BUSINESS ADMINISTRATION DEGREE

The M.B.A. degree program is accredited by AACSB International. This assures a rigorous, in-depth program, covering the full spectrum of business administration. Accreditation also indicates a well-qualified faculty, high standards for students, access to computing and an extensive library system.

Programs of Study

The College of Business and Economics offers two plans for the M.B.A. degree.

The M.B.A. Generalist Plan is designed for students with little or no course work in business administration. The curriculum surveys the entire field of business administration, preparing students for general management responsibilities.

The M.B.A. Specialist Plan is designed for students with a recent undergraduate degree in business administration or for those who wish to include a specialized area of concentration in their curriculum. The areas of concentration are accounting, business economics, e-commerce, entrepreneurship, finance, information systems, international business, management, management science and marketing.

The M.B.A. program is scheduled especially for students who are employed full time. Courses are offered during the late afternoon and evening. Most students enroll on a part-time basis, taking two courses (6 units) per semester.

Most graduate courses in the College of Business and Economics require "classified CBE status" and are open only to students with classified standing in the M.B.A., M.S. in Accountancy, M.S. in Information Systems, M.S. in Taxation or M.A. in Economics programs.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based on enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

Admission

Admission is competitive. Applicants will be evaluated based on the following:

1. Acceptable bachelor's degree from an appropriately accredited institution.
2. Minimum grade-point average of at least 2.5 in the last 60 semester units attempted and in good standing at last college attended.
3. Satisfactory score on the Graduate Management Admission Test (GMAT). Students must score in the top 50 percent on the verbal, quantitative and analytical writing areas.
4. For international students, a score of 570 on the paper exam or 230 on the computer based TOEFEL is required. A student scoring between 550 and 570 may be admitted conditionally depending upon an evaluation of the entire application file. The student may be required to complete a department approved course(s).
5. Recommendation from the MBA Admissions Committee based upon a review of the above requirements, the student's "Statement of Purpose," and prior work experience.

M.B.A. GENERALIST PLAN (51 UNITS)

Foundation Courses (27 units)

Accounting 510 Financial Accounting (3)

Business Admin 590 Strategic Management (3)

Econ 515 The Price System and Resource Allocation (3)

Finance 517 Managerial Finance (3)

InfoSys/DecSci 513 Statistical Analysis (3)

Management 515 Management of Information in the Corporate Environment (3)

Management 516 Organizational Theory and Management of Operations (3)

Management 518 Legal Environment of Business (3)

Marketing 519 Marketing Management (3)

Proficiency in calculus and computer applications equivalent to passing Math 135 Business Calculus (3 units) and InfoSys/DecSci 265 Introduction to Computing and Application Software (3 units), with grades of at least a "C" (2.0) are also required. These requirements must be satisfied within the first year of study.

Up to nine units of foundation courses may be waived on the basis of equivalent undergraduate coursework providing the proposed courses are no more than seven years old and have at least a "C" (2.0) grade with an overall of 3.0 GPA (B). Courses waived beyond nine units must be replaced by an advanced course in the same discipline.

Advanced Courses (21 units)

All advanced courses must be at the graduate level.

Accounting 511 Seminar in Managerial Accounting (3)

Econ 521 Macroeconomic Theory and Policy (3)

Finance 523 Seminar in Corporate Financial Management (3)

InfoSys/DecSci 514 Decision Models for Business and Economics (3)

Management 524 Seminar in Organizational Behavior and Administration (3)

Marketing 525 Seminar in Marketing Problems (3)

500-level elective chosen from any of the six CBE departments

Capstone Course (3 units)

Business Admin 591 Comprehensive Business Management (3)

M.B.A./SPECIALIST PLAN (33-60 UNITS)

The M.B.A./Specialist curriculum includes a concentration in a specialized area. Students with a bachelor's degree in business administration may be able to complete the program with the minimum of 33 units. Students with little or no recent course work in business administration may require 60 units. Any deficiencies in calculus or computer applications must be removed within one year. Any study plan course with a grade lower than C must be repeated with at least a "C" (2.0) grade, regardless of the overall GPA of the student. A 3.0 GPA (B) is required in study plan courses and over all applicable course work.

Foundation Courses (30 units)

Accounting 510 Financial Accounting (3)

Business Admin 590 Strategic Management (3)

Econ 515 The Price System & Resource Allocation (3)

Finance 517 Managerial Finance (3)

InfoSys/DecSci 513 Statistical Analysis (3)

InfoSys/DecSci 514 Decision Models for Business and Economics (3)

Management 515 Management of Information in the Corporate Environment (3)

Management 516 Organizational Theory and Management of Operations (3)

Management 518 Legal Environment of Business (3)

Marketing 519 Marketing Management (3)

Proficiency in calculus and computer applications equivalent to passing Math 135 Business Calculus (3 units) and InfoSys/DecSci 265 Introduction to Computing and Application Software (3 units), with grades of at least a "C" (2.0) are also required. These requirements must be satisfied within the first year of study.

Foundation courses may be waived on the basis of equivalent undergraduate course work, providing that the equivalent courses are no more than seven years old and have grades of at least "C" (2.0) with a GPA of at least "B" (3.0).

A list of equivalent undergraduate courses is available from the graduate adviser. In many cases, students with a recent bachelor's degree in business administration from an accredited university will be able to waive all foundation courses.

Advanced Courses (18 units)

Accounting 511 Seminar in Managerial Accounting (3)

Note: Students who have satisfactorily completed a course in cost accounting must substitute Accounting 521 Seminar in Administrative Accounting (3) for Accounting 511.

Econ 521 Macroeconomic Theory and Policy (3)

Note: Econ 521 is not open to students with credit in intermediate macroeconomics.

Finance 523 Seminar in Corporate Financial Management (3)

Management 524 Seminar in Organizational Behavior and Administration (3)

InfoSys/DecSci 526 Forecasting, Decision Analysis and Experimental Design (3)

OR InfoSys/DecSci 550 Business Data Communications (3)

OR InfoSys/DecSci 560 Advanced Deterministic Models (3)

OR InfoSys/DecSci 561 Advanced Probabilistic Models (3)

Marketing 525 Seminar in Marketing Problems (3)

All courses in this group must be taken at the graduate level. The InfoSys/DecSci seminar will be waived for students who have successfully completed both InfoSys/DecSci 513 and 514 (but not for students who have taken InfoSys/DecSci 361A and 361B). Students with a concentration in international business are required to take only five advanced courses.

Concentration Courses (12 units except International Business)

Students may choose a concentration in Accounting, Business Economics, E-Commerce, Entrepreneurship, Finance, Information Systems, Management, Marketing or Management Science. Students may also elect to take a combination of courses from each of these areas with no concentration.

At least 6 units of the concentration courses must be taken at the 500 level. Concentration courses are to be approved by the department chair concerned, or designee within the department, and the Associate Dean, College of Business Administration and Economics. If no concentration is desired, the combination must be approved by the Associate Dean.

Note: The accounting concentration electives must cover the following areas: Financial Accounting and Theory, Accounting Information Systems, Auditing, and Taxation. At least nine of these units must be at the graduate level.

International Business Concentration (15 units)

Five of the following courses (15 units) are required, including at least 9 units at the graduate (500) level. (Note: students with an international business concentration take only five of the courses listed above under Advanced Courses.)

Accounting 518 Seminar in International Accounting (3)

Econ 531 International Economics (3)

Finance 570 Seminar in International Financial Management (3)

Management 547 Comparative Management (3)

Marketing 445 International Marketing (3)

Elective (3 units)

Recommended electives must be approved by the international business adviser. Electives include courses in business and economics as well as selected courses in other areas.

Capstone Course (3 units)

Business Admin 591 Comprehensive Business Management (3)

In exceptional cases, a thesis (Business Administration 598, Thesis) may also serve as an option. See the graduate adviser for details.

BUSINESS ADMINISTRATION COURSES

Courses are designated as BUAD in the class schedule.

201 Business Writing (3)

Prerequisite: English 101 or equivalent (with a grade of "C" (2.0) or better). Covers core communication practices: routing business correspondence, positive, informative, negative, persuasive messages. Introduction to research and job application process.

301 Advanced Business Communication (3)

Prerequisites: English 101, Business Admin 201, and InfoSys/DecSci 265 (or equivalent) with a "C" (2.0) or better. An advanced course in business communication focusing on case analysis, analytical reports, ethics, and business presentations.

346 Introduction to Entertainment and Tourism Studies (3)

(Same as Communications 346)

449 Capstone in Entertainment and Tourism Studies (3)

(Same as Communications 449)

495 Internship (1-3)

Prerequisites: junior standing, major in Business Administration, consent of the instructor, 2.5 GPA and semester in residence at the university. Planned and supervised work experience. May be repeated to a total of six units of credit. Credit/No Credit grading only.

499 Independent Study (1-3)

Prerequisite: consent of instructor. Open to qualified students desiring to pursue directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

501 Managerial Communications (3)

This course investigates the entire process of case studies and formal reports. Students analyze management communication problems, apply writing strategies, and deliver executive presentations. May be taken credit/no credit or for a letter grade.

590 Strategic Management (3)

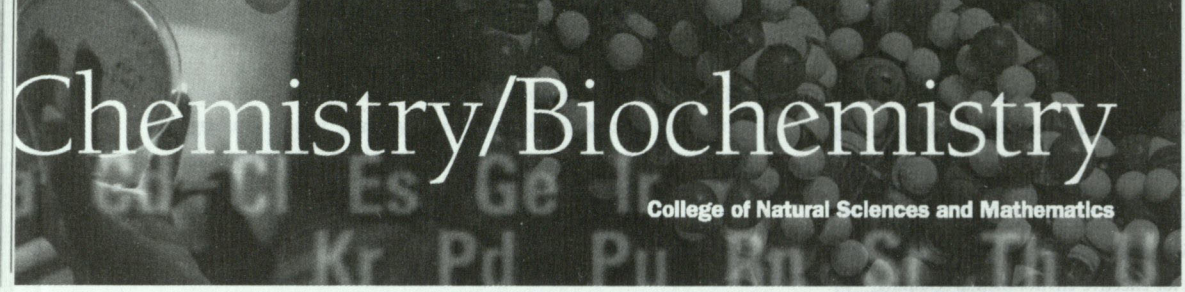
Prerequisites: classified CBE status and completion of all other Foundation courses. Focuses on importance of monitoring changes in environment(s) facing business and incorporating social, economic, and technological change into corporate decision-making process. Emphasizes use of analysis tools from other M.B.A. classes with focus on data sources and methods for effective environmental scanning; emphasis on business ethics and social responsibility, international competitiveness, and changes in legal environment.

591 Comprehensive Business Management (3)

Prerequisites: classified CBE status, within six units of completion of study plan and in final semester of program. Examines the tools of strategic management and their application in a business environment. Integrates business functional areas and tools by means of a business consulting project. Fulfills the terminal requirement for the MBA degree.

598 Thesis (3)

Prerequisites: classified CBE status and consent of the associate dean. Individual research under supervision. See "Theses and Projects" in this catalog for university requirements.



Chemistry/Biochemistry

College of Natural Sciences and Mathematics

DEPARTMENT CHAIR

Maria C. Linder

DEPARTMENT OFFICE

McCarthy Hall 580

PROGRAMS OFFERED

Bachelor of Science in Biochemistry

Bachelor of Science in Chemistry

Bachelor of Arts in Chemistry

Minor in Chemistry

Minor in Biotechnology

Emphasis in Biotechnology

Emphasis in Environmental Chemistry

Master of Science in Chemistry

Emphasis in Geochemistry

SUBJECT MATTER PREPARATION PROGRAM

Single Subject Teaching Credential in Science

DEPARTMENT WEBSITE

http://chemsrvr2.fullerton.edu/

FACULTY

Robert C. Belloli, Peter deLijser, Richard Deming, Mark Filowitz, Leslie Gillespie, Barbara Gonzalez, Christina Goode, A. Scott Hewitt, Gene Hiegel, Katherine Kantardjieff, Zhuangjie Li, Maria Linder, Christopher Meyer, Kereen Monteyne, Harold Rogers, Chandra Srinivasan, Jonathan Stoddard, Fu-Ming Tao, Joseph Thomas, Bruce Weber, Patrick Wegner, W. Van Willis

ADVISERS

Undergraduate: Mark Filowitz

Graduate: Peter de Lijser

INTRODUCTION

The Department of Chemistry and Biochemistry plans its curriculum to provide thorough instruction in the basic principles and concepts of chemistry and biochemistry for students who will (1) advance to graduate work in chemistry or biochemistry; (2) teach in the science programs of secondary schools; (3) seek employment in industry or government; (4) advance to medical, dental, or pharmacy training or (5) pursue a degree or minor in support of a career in other areas such as physics, biology, geology, business or computer science.

The department offers three bachelor's degrees, the Bachelor of Science (B.S.) and the Bachelor of Arts (B.A.) in Chemistry and the Bachelor of Science (B.S.) in Biochemistry.

To qualify for any of these degrees, a student must earn a "C" (2.0) grade or better in all courses required for the major including prerequisites in related sciences or mathematics.

The Department of Chemistry and Biochemistry is currently on the approved list of The American Chemical Society (ACS), and students have the opportunity to earn ACS certification of the B.S. degrees offered.

The Bachelor of Arts in Chemistry, the Bachelor of Science in Chemistry and the Bachelor of Science in Biochemistry require a minimum of 120 units. These total units include courses for the major, General Education, all University requirements, and free electives.

Internships

Internship in Chemistry and Biochemistry (Chemistry 490) provides practical work experience which integrates with the student's classroom studies.

Recommended Program in General Education

Because of high unit requirements for chemistry degree programs, a student majoring in chemistry is strongly urged to consult with a chemistry faculty adviser prior to designing his/her general education program. There is a six-unit exemption in general education for B.S. Chemistry degree majors for which the undergraduate Chemistry adviser must be consulted.

Upper-Division Baccalaureate Writing Requirement

Chemistry and biochemistry majors meet the coursework portion of the university's upper-division writing requirement by passing Chemistry 340.

TEACHING CREDENTIALS

A bachelor's degree in Chemistry may be effectively combined with subject matter studies necessary for the single subject teaching credential in science. Undergraduates are encouraged to work with the department adviser and/or the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major, and electives. Postbaccalaureate students need to contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation and orientation prior to meeting with the department adviser.

BACHELOR OF SCIENCE IN BIOCHEMISTRY

The B.S. degree in Biochemistry is recommended for students planning to go directly into professional biochemistry and for students planning to attend graduate school in biochemistry or molecular biology. It is also excellent preparation for medical, dental and pharmacy school. Students who complete this program and include Chemistry 325 (3 units) and Chemistry 411 (3 units) may qualify for certification by the American Chemical Society. The major in biochemistry requires the following course work:

Basic Requirements (44 or 46 units)

Courses Normally Taken During the First Two Years (Courses are prerequisite to additional required courses.):

General Chemistry (Chemistry 120A,B) (10)

Organic Chemistry (Chemistry 301A,B) (6)

Organic Chemistry Laboratory (Chemistry 302) (2)

Elementary Physics (Physics 211, 212) (6)

Elementary Physics: Laboratory (Physics 211L, 212L) (2)

Calculus (Math 150A,B) (8)

Biology 172, 273 (10) or appropriate transfer classes.

Note: Chemistry 306A and B may be substituted for 302.

Additional Required Courses (30 or 32 units)

Theory of Quantitative Chemistry (Chemistry 315) (3)

Quantitative Chemistry Laboratory (Chemistry 316) (1)

Writing for the Chemical Sciences (Chemistry 340) (3)

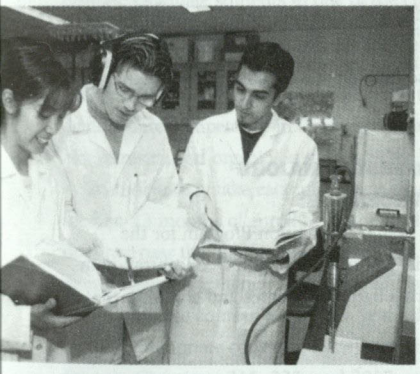
Introduction to Physical Chemistry (Chemistry 361A,B) (6)

Careers in Chemistry and Biochemistry (Chemistry 390) (1)

General Biochemistry Laboratory (Chemistry 422) (2)

General Biochemistry (Chemistry 423A,B) (6)

Advances in Biotechnology (Chemistry 477) (3)



Senior Research (Chemistry 495) (3)

Chemical and Biochemical Computation Courses (2)

OR Multivariate Calculus (Math 250A) (4)

Note: Chemistry 371A,B may be substituted for Chemistry 361A,B

Upper-division electives are encouraged. See department handbook or advisor for approved list of courses.

Second Language Requirement

Since the Bachelor of Science in Biochemistry is a high-unit program, majors are exempt from the Second Language Graduation Requirement.

BACHELOR OF SCIENCE IN CHEMISTRY

The Bachelor of Science degree in chemistry is recommended for students planning to go directly into professional chemistry and for those who wish to do graduate work in chemistry. Students who complete this program and include an advanced course in instrumental analysis (such as 3 units of Chemistry 411) and advanced inorganic chemistry (Chemistry 425) may qualify for certification by the American Chemical Society. The B.S. in Chemistry requires 48 units of Chemistry courses, 25 units of support courses, and 9 units of adviser-approved career-breadth courses.

Basic Requirements (41 units)

Courses Normally Taken During the First Two Years (These courses are prerequisite to the additional required chemistry courses):

General Chemistry (Chemistry 120A,B) (10)

Organic Chemistry (Chemistry 301A,B, 306A,B) (10)

Quantitative Chemistry (Chemistry 315) (3)

Quantitative Chemistry Laboratory (Chemistry 316) (1)

Fundamental Physics (Physics 225, 226, 227 (1 unit), 225L, 226L) (9)

Calculus (Math 150A,B) (8)

Note: For students planning to pursue a graduate degree, both Physics 227 (3 units) and 227L (1 unit) are highly recommended.

Additional Required Chemistry Courses (19 units)

Inorganic Chemistry (Chemistry 325) (3)

Physical Chemistry Laboratory (Chemistry 355) (3)

Writing for the Chemical Sciences (Chemistry 340) (3)

Physical Chemistry (Chemistry 371A,B) (6)

Careers in Chemistry and Biochemistry (Chemistry 390) (1)

Senior Research (Chemistry 495) (3)

Upper-division elective (3 units)

The following upper-division chemistry courses do not apply toward the upper-division elective requirement: Chemistry 480A, 490, 495, 496 and 499.

Other Requirements (10 units)

Multivariate Calculus (Math 250A) (4)

Introduction to Linear Algebra and Differential Equations (Math 250B) (4)

Chemical and Biochemical Computation Courses (2)

Career Breadth Requirements (9 units)

The career breadth requirement is satisfied by taking nine units of upper-division course work directly related to the student's career plans and approved in advance by the undergraduate adviser.

Second Language Requirement

Since the Bachelor of Science in Chemistry is a high-unit program, majors are exempt from the Second Language Graduation Requirement.

BACHELOR OF ARTS IN CHEMISTRY

The Bachelor of Arts in Chemistry is offered for students who are planning careers that require a sound background in fundamental chemistry, but not at the depth of the B.S. degree. The B.A. is particularly suited for those who plan to go into areas such as secondary education, technical sales, food processing, chemical patent law and forensic sciences. The B.A. in Chemistry requires 45 units of Chemistry courses, and 16 units of support courses.

Basic Requirements (40 units)

Courses Normally Taken During the First Two Years (These courses are prerequisite to the additional required chemistry courses):

General Chemistry (Chemistry 120A,B) (10)

Organic Chemistry (Chemistry 301A,B, 306 A,B) (10)

Quantitative Chemistry (Chemistry 315) (3)

Quantitative Chemistry Laboratory (Chemistry 316) (1)

Elementary Physics (Physics 211, 212, 211L, 212L) (8)

Calculus (Math 150A,B) (8)

Additional Required Chemistry Courses (21 units)

Chemical and Biochemical Computation Courses (2)

Inorganic Chemistry (Chemistry 325) (3)

Writing for the Chemical Sciences (Chemistry 340) (3)

Introduction to Physical Chemistry (Chemistry 361A, B) (6)

Career Options in Chemistry (Chemistry 390) (1)

Instrumental Analysis (Chemistry 411A-G)

OR other one unit adviser approved course (1)

Biological Chemistry (Chemistry 421) (3)

Senior Research (Chemistry 495) (2)

Second Language Requirement

Since the Bachelor of Arts in Chemistry is a high-unit program, majors are exempt from the Second Language Graduation Requirement.

Chemistry/Pre MBA Program

A student may combine a B.A. in chemistry with a minor in Business Administration to qualify to enroll in and complete an MBA degree at CSUF in one additional year (33 units), provided all entrance requirements for the MBA program have been met. See your department adviser for details.

MINOR IN CHEMISTRY

A minor in chemistry requires a minimum of 24 acceptable units of chemistry, including general chemistry (Chemistry 120A,B) plus 14 units of upper-division chemistry courses. These courses must be completed with an overall grade-point average of 2.0. A list of approved upper-division chemistry classes is available from the department office.

The chemistry minor is appropriate for students majoring in Biological Science, Geological Science, or Physics. It is also appropriate for students who have an interest in Art Restoration, Environmental Science, Forensic Science, Industrial Administration, Medical Technology, Patent or Environmental Law, or Science Writing. Students with an interest in these or other areas should consult the chemistry department about courses for the minor which are most appropriate for the interests.

EMPHASIS IN BIOTECHNOLOGY

This emphasis is appropriate for students majoring in biochemistry and interested in gaining employment in nearly any area of the medical and agricultural biotechnology industries, working in academic research laboratories, or pursuing postgraduate degrees in molecular biology or biochemistry.

Required Courses (12 units)

Advances in Biotechnology Lab (Chemistry 472A,B) (6)

Advances in Biotechnology (Chemistry 477) (3)

Principles of Gene Manipulation (Biology 412) (3)

EMPHASIS IN ENVIRONMENTAL CHEMISTRY

This emphasis provides a concentration in chemistry with respect to the environment. The course work addresses issues of concern such as EPA analysis protocols and other analytical methods, the interactions of chemicals with the air, water, and soil environments, how chemicals interact with living systems, chemical hazards, safe handling and disposal of chemicals, and an introduction to the regulatory framework. Interested students should consult their academic adviser for specific course requirements. The emphasis provides training for individuals interested in becoming environmental scientists and for those interested in graduate programs in this area.

Requirements (18-19 units)

Three of the following (9 units):

Chemistry of Hazardous Materials (Chemistry 435) (3)

Atmospheric Chemistry (Chemistry 436) (3)

Environmental Water Chemistry (Chemistry 437) (3)

Environmental Biochemistry (Chemistry 438) (3)

Three of the following one-unit mini-courses (3 units):

Optical Spectroscopy (Chemistry 411A) (1)

Separations (Chemistry 411C) (1)

Radiochemistry (Chemistry 411E) (1)

Mass Spectrometry (Chemistry 411G) (1)

Statistics Applied to the Natural Sciences (Math 338) (4 units)

(This course can be substituted for chemical and biochemical computation courses in meeting requirements for the major.)

Senior Research (Chemistry 495) (2-3 units).

Topic must be environmentally related.

The Environmental Chemistry Emphasis may be integrated with the B.S. in Chemistry with no additional required units by using the above courses to meet career breadth and elective requirements. The environmental chemistry courses also can be used to satisfy requirements for the minor in chemistry.

REQUIREMENTS FOR CHEMISTRY MAJORS SEEKING A TEACHING CREDENTIAL

To qualify for the Subject Matter Preparation Program for the Single Subject Teaching Credential in Science with a concentration in Chemistry, students must earn a bachelor's degree and complete the following:

1. Science Ed 412
2. Biology 171
3. Geological Sciences 101, 101L and 420 and/or
4. Pass California Subject Examinations: (CSET) exams Science Subtest I (astronomy, geology, Earth sciences, and physics), Science Subtest II (biology and chemistry), and Science Subtest III (chemistry). Consult the Secondary Science Education Credential adviser at (714) 278-5637 for more information.

MASTER OF SCIENCE IN CHEMISTRY

The degree is designed to qualify students for more advanced work in chemistry, to provide preparation that will lead to responsible positions in industrial or government research and development laboratories, and to provide preparation for the effective teaching of chemistry in high schools and community colleges.

The program provides fundamental courses at a level and depth commensurate with those taken during the first year of a doctoral program and provides an introduction to research and research methods.

Admission

Students must meet the university requirements for admittance to the university. This normally requires a baccalaureate degree from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted. (See the section of this catalog on Graduate Admissions for a complete statement and procedures.) In addition to university requirements, in order to achieve conditionally classified standing in the chemistry program, a student must meet the following requirements:

1. An undergraduate degree in chemistry or a selection of science courses deemed as adequate preparation for further study in chemistry by the Department Graduate Committee; and
2. At least a 2.5 GPA in upper division chemistry courses.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate.

Placement Examinations

Each student is required to take and pass placement examinations or take and pass with a grade of "B" (3.0) or better in the appropriate courses. Graduate students in one of the chemistry options must demonstrate competency by passing four placement examinations in the following five areas of chemistry: analytical, inorganic, organic, physical, and/or biochemistry. Graduate students in the biochemistry option must demonstrate competency in the following areas of chemistry: analytical, biochemistry, and organic, as well as either biology or physical chemistry.

A student may take each placement examination three times within the first 13 months of enrolling in the graduate program. A student who does not pass the placement examinations within the 13 months must demonstrate competency by passing with a grade of "B" (3.0) or better the appropriate courses within two years after first enrolling.

The appropriate courses for analytical, inorganic, and organic chemistry are Chemistry 315, 325, and 301B, respectively. For biochemistry, Chemistry 421 is the appropriate course except for graduate students who elect a specialization in analytical, inorganic, organic, and physical chemistry. Chemistry 423A and B are the appropriate courses for biochemistry graduate students who elect a specialization in biochemistry. Chemistry 361A and B or Chemistry 371A and B are the appropriate courses for graduate students who elect a specialization in physical chemistry.

Classified Standing

In order to proceed from conditionally classified to classified standing, a student must meet the following requirements:

1. Demonstration of competency in any three of the areas, as described above.
2. Approved selection of a research director.
3. An approved study plan.
4. The university graduate-level writing requirement.

Study Plan

Three alternatives are available for the study plan. The student can complete either a laboratory thesis (preferred) a library thesis, or project.

The degree program consists of 30 units of graduate committee-approved course work completed with a minimum grade of "B" in all course work exclusive of Chemistry 505A,B and 599. Each student prepares a study plan in consultation with the graduate program adviser. The study plan must be approved by the student's research director, the department, and the Office of Graduate Studies. All chemistry courses on the study plan must be 400 level or above.

Study plans may contain no more than 2 units of Chemistry 505A,B, and no more than 6 units of Chemistry 599 (3 units for students electing the library thesis alternative).

1. Basic requirements

Courses required of all students:

Chemistry 505A,B Seminar (2)

Chemistry 599 Independent Graduate Research (3-6)

Chemistry 598 Thesis (2-4)

OR Chemistry 597 Project (2-4)

2. Core and Elective Requirements

A minimum of 18 units of adviser-approved coursework are required, at least nine units of which must be the 500 level. Nine of these units must be core courses in the student's area of specialization, as follows:

Analytical: Chemistry 511, 512, and 552

Biochemistry: Chemistry 541, 542, and 546

Inorganic: Chemistry 425, 431, and 552

Organic: Chemistry 431, 535, and 539

Physical: Chemistry 512, 551, and 552

A specialization in geochemistry is also available. Consult the chemistry graduate adviser for more information. For further details or advisement concerning the M.S. program, contact the graduate adviser.

CHEMISTRY AND BIOCHEMISTRY COURSES

Courses are designated as CHEM in the class schedule.

100 Survey of Chemistry (3)

Prerequisite: one year of high school algebra. The fundamental principles of chemistry; atomic and molecular structure and the application of these principles to contemporary problems. For the nonscience major.

100L Survey of Chemistry Laboratory (1)

Prerequisite: concurrent or prior enrollment in Chemistry 100 or Chemistry 115. Experiments chosen to develop laboratory techniques; chemical principles and their application to environmental and societal problems. (3 hours laboratory)

102 Physical Science for Future Elementary Teachers (3)

(Same as Physics 102)

105 Survey of the Molecules of Life (3)

(Same as Biology 105)

111 Nutrition and Health (3)

The basics of nutrition; diet, food additives, vitamins, hormones, drugs, disease and related biochemical topics. Current controversies, popular practices, fads and fallacies. For the non-science major.

115 Introductory General Chemistry (4)

Basic chemistry principles. For students with limited background in chemistry who plan to take additional chemistry or other science courses. Does not fulfill chemistry requirements for majors or minors.

120A General Chemistry (5)

Prerequisites: passage of the chemistry placement examination and exemption from or passage of the ELM examination or completion of Chemistry 115 with a grade of "C" (2.0) or better. For majors and minors in the physical and biological sciences The principles of chemistry: stoichiometry, acids, bases, redox reactions, gas laws, solid and liquid states, changes of state, modern atomic concepts, periodicity and chemical bonding. Laboratory: elementary syntheses, spectroscopy and volumetric quantitative analysis. (3 hours lecture, 3 hours laboratory, 2 hours activity) (CAN CHEM 2) (CAN CHEM SEQ A = Chemistry 120A and B)

120B General Chemistry (5)

Prerequisite: Chemistry 120A or equivalent. For majors and minors in the physical and biological sciences, chemical thermodynamics, chemical equilibrium (gaseous, aqueous, acid-base, solubility and complexation), elementary electrochemistry and chemical kinetics. Laboratory: quantitative and qualitative analysis and elementary physical chemistry; some qualitative analysis. (3 hours lecture, 6 hours laboratory). (CAN CHEM 4) (CAN CHEM SEQ A = Chemistry 120A and B)

125 General Chemistry for Engineers (3)

Prerequisite: Chemistry 120A. The topics are the same as Chemistry 120B but without laboratory. Not open to students with credit in Chemistry 120B.

196 Student-to-Student Tutorials (1-3)

Supervised experience in chemistry teaching through tutoring or assisting in lower-division laboratory or field classes. Consult "Student-to-Student Tutorials" in this catalog for prerequisites and a more complete course description.

210 Introductory Chemical Computation (1)

Prerequisites: Chemistry 120A,B and a major in chemistry or biochemistry. Introduction to the use of spreadsheets and higher level programming languages and molecular modeling for chemical problem solving and data management. Chemical algorithms; data analysis and interpretation; graphical preparation and analysis; search/retrieval of chemical data and literature; file transfers between programs and operating systems.

295 Directed Study (1)

Prerequisite: consent of instructor. Research in chemistry under the supervision of a chemistry department faculty member. Credit/no credit only. May be repeated for credit. Does not count towards major. (3 hours laboratory per unit)

301A Organic Chemistry (3)

Prerequisites: Chemistry 120A,B. Properties and reactions of aliphatic and aromatic compounds, theories of structure, and reaction mechanisms. For the nonchemistry major or for a B.A. in Chemistry or B.S. in Biochemistry major.

301B Organic Chemistry (3)

Prerequisites: Chemistry 120A,B and 301A. Properties and reactions of aliphatic and aromatic compounds, theories of structure, and reaction mechanisms. For the nonchemistry major or for a B.A. in Chemistry or B.S. in Biochemistry major.

302 Organic Chemistry Laboratory (2)

Prerequisite: Chemistry 301A. Corequisite: Chemistry 301B. Techniques for the synthesis, characterization and isolation of typical aliphatic and aromatic compounds. (6 hours laboratory).

302A Organic Chemistry Laboratory (1)

Chemistry 302A must be taken concurrently with Chemistry 301A. Techniques for the synthesis, isolation and characterization of typical aliphatic and aromatic compounds. Students wishing to fulfill all of their organic chemistry laboratory requirements in a single semester should enroll in Chemistry 302.

302B Organic Chemistry Laboratory (1)

Chemistry 302B must be taken concurrently with Chemistry 301B. Techniques for the synthesis, isolation and characterization of typical aliphatic and aromatic compounds. Students wishing to fulfill all of their organic chemistry laboratory requirements in a single semester should enroll in Chemistry 302.

303A Biotechnology: Business and Society (1)

Prerequisites: completion of General Education Categories I, II, and III.A.1 and 2. Major applications of modern biotechnology will be explored in a lecture/discussion/presentation format that includes guest speakers from industry. (3 hours lecture/discussion for 5 weeks)

303B Biotechnology: Medical Biotechnology (1)

Prerequisites: completion of General Education Categories I, II, III. A.1, and 2 and Chemistry 303A. Major applications of modern biotechnology will be explored in a lecture/discussion/presentation format that includes guest speakers from industry. (3 hours lecture/discussion for 5 weeks)

303C Biotechnology: Agricultural and Environmental Biotechnology (1)

Prerequisites: completion of General Education Categories I, II, III. A.1, and 2 and Chemistry 303A. Major applications of modern biotechnology will be explored in a lecture/discussion/presentation format that includes guest speakers from industry. (3 hours lecture/discussion for 5 weeks)

306A Organic Chemistry Laboratory (2)

Prerequisites: Chemistry 120 A,B. Corequisite: Chemistry 301A. Techniques for synthesis, isolation and characterization of typical aliphatic and aromatic compounds, with applications of instrumental and spectroscopic methods for the B.A. and B.S. in Chemistry major.

306B Organic Chemistry Laboratory (2)

Prerequisites: Chemistry 301A, 306A. Corequisite: Chemistry 301B. Continuation of Chemistry 306A for the B.A. and B.S. in Chemistry major.

311 Nutrition and Disease (3)

Prerequisite: Chemistry 111 or Biology 101. Relationship between nutrients and disease, with an emphasis on cancer, atherosclerosis and infectious illness. Dietary factors that modify and/or contribute to the disease process from the viewpoints of physiology, biochemistry and immunology. Not applicable to the major or minor. (Same as Biology 311)

313A Environmental Pollution and Its Solutions: Air Pollution (1)

Prerequisites: completion of General Education Categories I, II, and III.A. Human pollution of the Earth's atmosphere and means to ameliorate this pollution. Historical examples, current cases, and future prospects. (3 hours lecture/discussion for 5 weeks)

313B Environmental Pollution and Its Solutions: Water Pollution (1)

Prerequisites: completion of General Education Categories I, II, and III.A. Human pollution of the Earth's aqueous environment and means to ameliorate this pollution. Historical examples, current cases, and future prospects. (3 hours lecture/discussion for 5 weeks)

313C Environmental Pollution and Its Solutions: Land Pollution (1)

Prerequisites: completion of General Education Categories I, II, and III.A. Human pollution of the Earth's terrestrial environment and means to ameliorate this pollution. Historical examples, current cases, and future prospects. (3 hours lecture/discussion for 5 weeks)

315 Theory of Quantitative Chemistry (3)

Prerequisite: Chemistry 120B. Physics 211, 212 or Physics 225. Physics 226 strongly recommended. Modern analytical chemistry; aqueous and non-aqueous equilibrium calculations, electrochemistry, spectrometry, and contemporary separation methods with emphasis on chromatography.

315W Quantitative Chemistry Workshop (1)

Corequisite: Chemistry 315. Designed to enhance knowledge and skills needed for success in Chemistry 315. Emphasis on review of general chemistry, problem-solving skills, study and exam skills, and their application to quantitative chemistry. Credit/No Credit only.

316 Quantitative Chemistry Laboratory (1)

Prerequisite: Chemistry 315. Corequisite: Chemistry 210. Modern analytical chemistry laboratory: polyprotic acids, liquid chromatography, electrochemistry, absorption spectroscopy (ultraviolet/visible, infrared, atomic). (3 hours laboratory)

325 Inorganic Chemistry (3)

Prerequisite: Chemistry 301B. The chemistry of the main group elements and an introduction to transition metal chemistry.

340 Writing for the Chemical Sciences (3)

Prerequisites: Upper-division standing, English 101 and two semesters of chemistry beyond general chemistry. Design and preparation of scientific manuscripts and presentations. Emphasizes practice in writing, American Chemical Society writing guidelines, peer-review and critical analysis of scientific literature.

355 Physical Chemistry Laboratory (3)

Prerequisite: Chemistry 316, Chemistry 361A or Chemistry 371A. Corequisite: Chemistry 361B or 371B. Experiments in chemical synthesis, instrumental analysis and physical chemistry. Laboratory training and written presentation of theory, data and results are emphasized. (1 hour lecture, 6 hours laboratory).

361A Introduction to Physical Chemistry (3)

Prerequisites: Math 150A,B and Physics 211, 212 or 225, 226, Chemistry 301A,B. Corequisite: Chemistry 315. Thermodynamics and kinetics; properties of gases and solutions; molecular structure and energies and application to spectroscopic techniques; liquids, phase equilibria, thermodynamics of multicomponent systems with application to the life sciences.

361B Introduction to Physical Chemistry (3)

Prerequisites: Math 150A,B and Physics 211, 212 or 225, 226, Chemistry 301A,B. Corequisite: Chemistry 315. Thermodynamics and kinetics; properties of gases and solutions; molecular structure and energies and application to spectroscopic techniques; liquids, phase equilibria, thermodynamics of multicomponent systems with application to the life sciences.

371A Physical Chemistry (3)

Prerequisites: Math 250A, Physics 225, 226 and Chemistry 301A,B. Corequisite: Mathematics 250B and Chemistry 315. Thermodynamics, solutions, chemical and phase equilibria, electrochemistry, transport phenomena, introduction to atomic and molecular structure, rotation and vibration spectroscopy, statistical mechanics, and kinetics.

371B Physical Chemistry (3)

Prerequisites: Math 250A, Physics 225, 226 and Chemistry 301A,B. Corequisite: Mathematics 250B and Chemistry 315. Thermodynamics, solutions, chemical and phase equilibria, electrochemistry, transport phenomena, introduction to atomic and molecular structure, rotation and vibration spectroscopy, statistical mechanics, and kinetics.

390 Careers in Chemistry and Biochemistry (1)

Prerequisite: Chemistry 120B. Career options in chemistry. Credit/No Credit only.

395 Undergraduate Research (1-3)

Prerequisites: Completion of one upper-division course in chemistry, one semester of experience working in a research laboratory, and consent of instructor. Independent research in chemistry or biochemistry under the guidance of a department faculty member. May be repeated for credit. Does not count towards major. (3 hours per week per unit). (4 units maximum)

411A Instrumental Analysis - Optical Spectroscopy (1)

Prerequisites: Chemistry 315 and 316.Corequisite: Chemistry 361B or 371B. (UV/visible, infrared, atomic absorption, flame emission)Students wishing an ACS certified degree must take three units. (1 hour lecture, 3 hours laboratory for 5 weeks)

411B Instrumental Analysis - Magnetic Resonance (1)

Prerequisites: Chemistry 315 and 316. (nuclear magnetic resonance, electron spin resonance)Students wishing an ACS certified degree must take three units. (1 hour lecture, 3 hours laboratory for 5 weeks)

411C Instrumental Analysis - Separations (1)

Prerequisites: Chemistry 315 and 316. (high performance liquid chromatography, gas chromatography) Students wishing an ACS certified degree must take three units. (1 hour lecture, 3 hours laboratory for 5 weeks)

411E Instrumental Analysis – Radiochemistry (1)

Prerequisites: Chemistry 315 and 316. Students wishing an ACS certified degree must take three units. (1 hour lecture, 3 hours laboratory for 5 weeks)

411G Instrumental Analysis - Mass spectrometry (1)

Prerequisites: Chemistry 315 and 316. (conventional magnetic sector, quadruple, Fourier transform, tandem, and time-of-flight; hyphenated techniques including gas chromatography (GC-MS), liquid chromatography (LC-MS).Students wishing an ACS certified degree must take three units. (1 hour lecture, 3 hours laboratory for 5 weeks)

421 Biological Chemistry (3)

Prerequisite: Chemistry 301A. Survey of biochemistry designed for biology majors and pre-health profession careers. This course will cover major areas of biochemistry, including intermediary metabolism and compounds of biochemical interest. The focus of this one-semester course will be on the application of biochemistry and the biochemical foundation of health science.

422 General Biochemistry Laboratory (2)

Prerequisites: Chemistry 302 or 306A and 316. Corequisite: Chemistry 421 or 423A. The chemistry and metabolism of carbohydrates, nucleic acids, lipids and proteins; techniques of enzyme chemistry and isolation; research methods. (6 hours laboratory)

423A General Biochemistry (3)

Prerequisite: Chemistry 301B. Corequisite: Chemistry 315. Survey of biochemistry designed for Biochemistry majors; structural chemistry and function of biomolecules, bioenergetics and intermediary metabolism.

423B General Biochemistry (3)

Prerequisite: Chemistry 423A. Corequisite: Chemistry 315. Survey of biochemistry designed for Biochemistry majors; structural chemistry and function of biomolecules, central metabolism; replication and expression of the genetic material.

425 Advanced Inorganic Chemistry (3)

Prerequisites: Chemistry 325 and 361A,B or 371A,B. The bonding, structure and reactivity of transition and lanthanide elements. Molecular orbital and ligand field theory, classical metal complexes and organometallic chemistry of the transition elements.

431 Advanced Organic Chemistry (3)

Prerequisites: Chemistry 301B and 361A,B or 371A. Theoretical and physical aspects of organic chemistry. The modern concepts of structure, and reaction mechanisms.

435 Chemistry of Hazardous Materials (3)

Prerequisite: Chemistry 301B. An in-depth examination of hazardous chemicals; organic and inorganic air- and moisture-sensitive compounds, reactive metals; chemical reactivity patterns; chemical compatibilities; storage and handling; methods of disposal and waste containment; Federal and local regulations; case histories.

436 Atmospheric Chemistry (3)

Prerequisite: Chemistry 315 or consent of instructor. Chemistry and photochemistry of the troposphere and stratosphere, both natural and polluted. Includes fundamental reaction kinetics and mechanisms, monitoring techniques, smog chamber, field and modeling studies.

437 Environmental Water Chemistry (3)

Prerequisite: Chemistry 315. Chemical characteristics of fresh and oceanic water; major water pollutant classes, origins, environmental chemical transformations, effects, abatement, and fates; chemical methods for determining water quality, large scale processes for water treatment.

438 Environmental Biochemistry (3)

Prerequisite: Chemistry 301B. Effects of current agricultural, industrial and mechanical practices on the composition, metabolism and health of soil, plants, animals and man, from a biochemical perspective; mechanism of action and degradation of common agricultural chemicals and industrial pollutants.

445 Nutritional Biochemistry (3)

Prerequisite: Chemistry 423A or 421. Nutrition, metabolism and excretion of carbohydrates, proteins, fats, vitamins, major minerals and trace elements from a biochemical perspective. Relevant variations in dietary practices related to life stages and specific illnesses.

472A Advances in Biotechnology Lab (3)

Prerequisites: completion of Biology lower-division core or Chemistry 477. Corequisite: Biology 412. First semester explores biotechnology techniques for DNA cloning and analysis: restriction enzyme action, DNA sequencing, sequence analysis by computer, plasmid cloning, genomic library production and screening, DNA probe hybridization. (1 hour lecture/discussion, 6 hours laboratory) (Same as Biology 472A)

472B Advances in Biotechnology Laboratory (3)

(Same as Biology 472B)

473 Introduction to Bioinformatics (3)

(Same as Biology 473)

477 Advances in Biotechnology (3)

Prerequisites: completion of Biology lower-division core. Corequisite: Biology 412 or Chemistry 421 or 423B. Current topics in biotechnology centering on techniques for molecular cloning and DNA sequencing of genes. Medical breakthroughs for diagnosis of mutations and gene therapy. Role of biotechnology in agriculture, energy and environment. Bioethical issues. (Same as Biology 477)

480A Topics in Contemporary Chemistry (1)

Prerequisite: junior or senior standing in chemistry. Research seminar dealing with topics of current interest in chemistry such as photochemistry, biochemistry, analytical chemistry and organometallic chemistry. Credit/no credit only. Not applicable toward master's degree. May be repeated for credit.

480M MARC Proseminar (1)

(Same as Biology 480M)

480T Topics in Contemporary Chemistry (2-3)

Prerequisite: junior or senior standing in chemistry. Special lecture topics of current interest in chemistry. May be repeated for credit. (1 hour lecture per unit)

490 Internship in Chemistry and Biochemistry (1-2)

Prerequisites: junior or senior standing in chemistry and consent of instructor. Internship in chemistry. Work on projects in industrial, governmental or medical laboratories. May count as career breadth requirement units for chemistry majors. May be repeated once. Does not count toward M.S. degree.

495 Senior Research (1-3)

Prerequisites: three one-year courses in chemistry, Chemistry 390, and consent of instructor. Corequisite: Chemistry 340. The methods of chemical research through a research project under the supervision of one of the Department faculty. May be repeated for credit. Only 6 units may apply toward B.A. or B.S. degree (3 hours per week per unit)

496 Student-to-Student Tutorials (1-3)

Supervised experience in chemistry teaching through tutoring or assisting in laboratory or field classes. Consult "Student-to-Student Tutorials" in this catalog for prerequisites and a more complete course description.

498 Senior Thesis (2)

(Same as Biology 498)

499 Independent Study (1-3)

Prerequisites: junior or senior standing and completion of two one-year courses in chemistry. Special topics in chemistry selected in consultation with the instructor and approval of department chair. May be repeated for credit. Only six units may apply toward B.A. or B.S. degree. In some cases, 499 can be substituted for 495, Senior Research, to meet degree requirements.

505A Seminar (Participation) (1)

Prerequisites: graduate standing and consent of department. Student attendance at presentations by invited scientists on topics of current interest in chemistry. May not be repeated for credit. (1 hour seminar)

505B Seminar (Presentation) (1)

Prerequisites: Chemistry 505A, graduate standing and consent of the department. Student presentation of recent contributions to the chemical literature. May not be repeated for credit. (1 hour seminar)

511 Theory of Separations (3)

Prerequisites: Chemistry 355 and 361A,B or 371A,B. The theory, application and limitations of physical and chemical separation techniques; chromatography.

512 Advanced Instrumentation (3)

Prerequisite: Chemistry 315. Spectroscopic instrumentation components and systems. Includes laser spectroscopy, mass spectroscopy, chemical sensor, process control, surface science, and microscopy methods; vacuum technology, optics, electro-optics, and electronics components; design and repair of instrumentation.

535 Organic Synthesis (3)

Prerequisites: Chemistry 361A,B or 371A,B and 301B. Methods of synthetic organic chemistry and their application to construction of organic molecules.

537 Organic Spectroscopy (3)

Prerequisites: Chemistry 301B/302 or 301B/306B, Chemistry 361A,B. Chemistry 431 recommended. Theory and use of infrared spectroscopy, mass spectrometry, ultraviolet-visible spectroscopy and nuclear magnetic resonance spectroscopy as methods for the identification of organic compounds.

539 Chemistry of Natural Products (3)

Prerequisite: Chemistry 301B. The biosynthesis of the alkaloids, terpenes, steroids and other natural products of plant and animal origin.

541 Protein Biochemistry (3)

Prerequisites: Chemistry 423A,B or equivalent. Protein isolation strategies and techniques; chemical/physical characterization and modeling; functional characterization (kinetics, binding, chemical modification); molecular biology, including cloning, expression, sequencing and engineering.

543 Physical Biochemistry (3)

Prerequisites: Chemistry 361A,B or 371A,B, 421 or 423A,B. Methods for measuring physical properties of proteins and nucleic acids. Thermodynamic and hydrodynamic aspects.

546 Metabolism and Catalysis (3)

Prerequisite: Chemistry 421 or 423A,B. Regulation of bio-synthetic and degradative reactions in living systems. The control of enzyme activity and concentration. Mechanisms of hormone action.

551 Quantum Chemistry (3)

Prerequisites: Chemistry 371A,B. Postulates and theories of approximation methods in quantum chemistry, the electronic structure of atoms and molecules, chemical bonds, group theory and applications.

552 Kinetics and Spectroscopy (3)

Prerequisite: Chemistry 361B or 371B. Kinetics and spectroscopy of chemical and biochemical systems in the gas phase, in the liquid phase, and on surfaces.

580T Topics in Advanced Chemistry (1-6)

Prerequisite: graduate standing in chemistry. Current research topics in chemistry in the area of analytical, organic, inorganic, physical chemistry and biochemistry. May be repeated for credit. (1 hour seminar)

597 Project (1-6)

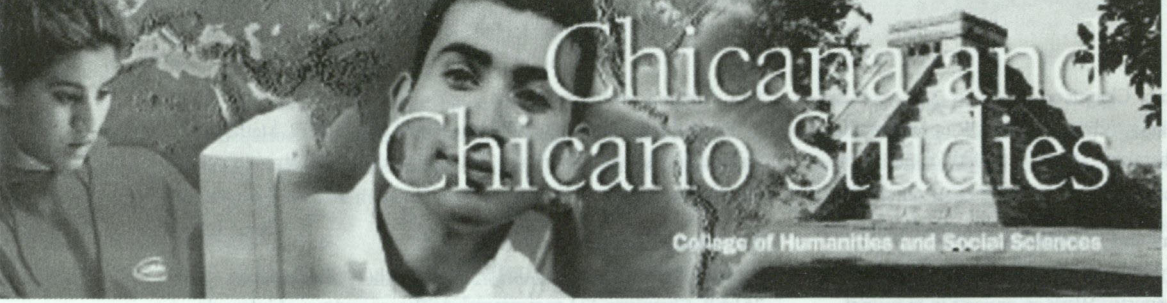
Prerequisites: an officially appointed project committee and consent of the department chair. Guidance in the preparation for a project for the master's degree.

598 Thesis (1-6)

Prerequisite: an officially appointed thesis committee. Guidance in the preparation of a thesis for the master's degree.

599 Independent Graduate Research (1-6)

Prerequisite: graduate standing in chemistry. May be repeated for credit.



DEPARTMENT CHAIR

Isaac Cardenas

DEPARTMENT OFFICE

Humanities 314

DEPARTMENT WEBSITE

http://hss.fullerton.edu/Chicano

PROGRAMS OFFERED

Bachelor of Arts in Ethnic Studies

Option in Chicano Studies

Minor in Chicano Studies

FACULTY

Isaac Cardenas, Robert Castro, Dagoberto Fuentes, Alexandro Gradilla, Nancy Porras-Hein, Javier Rangel

ADVISERS

Consult the department chair.

INTRODUCTION

Chicana and Chicano Studies is an interdisciplinary field, drawing from and contributing to the humanities, social sciences and the arts. The department offers a unique opportunity for students to gain an understanding and awareness of the vital presence and increasing significance of the Chicano population in the United States. Studies of the Chicana/o experience include history, culture, art, literature, music and contemporary issues, such as education, family identity, immigration and citizenship, ethnicity and gender. Particular emphasis is also given to other Latino cultures in the United States. Community service learning and research is an important aspect of the curriculum.

Because of its interdisciplinary scope, Chicana/o Studies offers a broad liberal arts education with theoretical perspectives and critical thinking skills to prepare students for rewarding careers in the public and private sector. Chicana/o Studies graduates enter careers in business, communications, counseling, government science, law, social services and teaching. The major also provides a strong foundation for graduate studies.

The Chicano Studies option consists of 36 units, of which a minimum of 24 units must be upper-division. Students must consult with their advisers for an approved study plan. In addition, a minor consisting of 24 units is offered in Chicano Studies.

INTERNATIONAL EMPHASIS

The Department of Chicana and Chicano Studies offers courses relevant to Mexico and Latin America that incorporate humanities and social sciences perspectives. Issues of culture and ethnicity are integrated in all of the coursework. This ensures that students understand their own culture in relationship to other cultures and therefore develop a global perspective. Chicana/o Studies majors are encouraged to explore international educational opportunities, either through the CSU international programs, or through any one of the numerous other international programs offered by academic institutions throughout the United States. The Department of Chicana/o and Chicano Studies will cooperate fully in providing academic credit in Chicano Studies for such experiences where appropriate.

TEACHING CREDENTIAL

Because Chicana/o Studies is interdisciplinary, the major provides a particularly fine background for elementary school teaching (K-8) and for secondary school teaching (7-12) in the social sciences. Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

BACHELOR OF ARTS IN ETHNIC STUDIES
OPTION IN CHICANO STUDIES

The Bachelor's of Arts in Ethnic Studies (Chicana/o Studies) requires a minimum of 120 units which includes courses for the option, General Education, all University requirements, and free electives.

A total of 36 units from the following courses are required for the option.

Lower Division (6 units minimum)

Chicana/o 106 Intro to Chicano Studies (3)

Chicana/o 220 Mexican Heritage (3)

Upper Division (24 units minimum)

Required Courses (9 units)

Selected from the following courses:

Chicana/o 330 The Evolution of Mexican Literature (3)

Chicana/o 331 The Chicano Child (3)

Chicana/o 340 Mexican/Chicano Intellectual Thought (3)

Chicana/o 345 History of the Chicano (3)

Chicana/o 353 Mexico Since 1906 (3)

Upper-Division Writing Requirement (3 units)

Chicana/o 400 Research and Writing in Ethic Studies (3)

OR English 301 Advanced College Writing (3)



Electives (12 units minimum)

Chicana/o 101 Introduction to Ethnic Studies (3)

Chicana/o 102 Communication Skills (3)

Chicana/o 190 Survey of American History with Emphasis on Ethnic Minorities (3)

Chicana/o 302 Ancient Mexican Culture (3)

Chicana/o 303 Cultural Differences in Mexico and the Southwest (3)

Chicana/o 304 Music of Mexico (3) (same as Music 304)

Chicana/o 305 The Chicano Family (3)

Chicana/o 306 Barrio Studies (3)

Chicana/o 313 La Chicana (3)

Chicana/o 315 Chicano/Latino Theater (3)

Chicana/o 316 The Chicano Music Experience (3)

Chicana/o 330 Evolution of Mexican Literature (3)

Chicana/o 331 The Chicano Child (3)

Chicana/o 332 The Chicano Adolescent (3)

Chicana/o 333 Mexican Literature Since 1940 (3)

Chicana/o 336 Main Trends in Spanish-American Literature (3)

Chicana/o 337 Contemporary Chicano Literature (3)

Chicana/o 340 Mexican/Chicano Intellectual Thought (3)

Chicana/o 345 History of the Chicano (3)

Chicana/o 353 Mexico Since 1906 (3)

Chicana/o 360 Chicanos and the Law (3)

Chicana/o 450 The Chicano and Contemporary Issues (3)

Chicana/o 460 The Chicano and Politics (3)

Chicana/o 480 The Immigrant and the Chicano (3)

Chicana/o 499 Independent Study (1-3)

Second Language Graduation Requirement

Students in the Bachelor of Arts in Ethnic Studies, Option in Chicago Studies, who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN CHICANO STUDIES

The minor in Chicano Studies consists of 24 units in the following areas:

Required lower-division courses (6 units)

Chicana/o 106 Intro to Chicano Studies (3)

Chicana/o 220 Mexican Heritage (3)

Required upper-division courses (9 units)

(to be selected from the following)

Chicana/o 330 The Evolution of Mexican Literature (3)

Chicana/o 331 The Chicano Child (3)

Chicana/o 340 Mexican/Chicano Intellectual Thought (3)

Chicana/o 345 History of the Chicano (3)

Chicana/o 353 Mexico Since 1906 (3)

Approved Electives

Nine units of approved course work in lower- and upper-division classes that are selected by the adviser.

GRADUATE STUDY

The Department of Chicana and Chicano Studies offers courses for advanced study in the following graduate degree programs:

Master of Science in Education: Bilingual/Bicultural Concentration

Master of Arts in Spanish: Bilingual Concentration

CHICANA AND CHICANO STUDIES COURSES

Courses are designated as CHIC in the class schedule.

101 Introduction to Ethnic Studies (3)

(Same as Afro-Ethnic Studies 101)

102 Communication Skills (3)

The basic communication skills including oral and written expression. A unit on the mechanics of writing and reporting on a term paper.

106 Introduction to Chicano Studies (3)

Prerequisite: Completion of General Education Category III.C.1. The role of the Chicano in the United States. The Chicano's cultural values, social organization, urbanization patterns, and the problems in the area of education, politics and legislation.

108 Linguistics and Minority Dialects (3)
(Same as Linguistics 108)

190 Survey of American History with Emphasis on Ethnic Minorities (3)
(Same as History 190 and Afro-Ethnic Studies 190. This course fulfills Title V, Statutory Requirements.)

220 Mexican Heritage (3)
The basic characteristics of the Mexican, especially the Chicano society and culture. From 1519 to the present. Emphasis on the arts, literature and history of Mexico and the Chicano in the United States.

302 Ancient Mexican Culture (3)
An historical and cultural survey of the principal pre-Columbian cultures of Mexico and their significance for Mexican society.

303 Cultural Differences in Mexico & the Southwest (3)
Prerequisite: completion of General Education Category III.C.1. The cultural conflicts in Mexico as seen by the contemporary thinkers of Mexico and the United States. Urban and rural problems.

304 Music of Mexico (3)
(Same as Music 304)

305 The Chicano Family (3)
The Chicano family development as an American social institution. Historical and cross-cultural perspectives. The socio- and psychodynamics of the Chicano family.

306 Barrio Studies (3)
Prerequisite: Chicana/o Studies 220 or consent of instructor. The major characteristics of the barrio. Supervised fieldwork in the barrio is required. Analysis of the barrio or agency will be made after fieldwork is completed. (2 hours lecture, 3 hours fieldwork)

313 La Chicana (3)
Prerequisite: completion of General Education Category III.C.1. The cultural influences that the family, religion, economic status and community play upon the lifestyles, the values and the roles held by Chicanas. (Same as Women's Studies 313)

315 Chicano/Latino Theater (3)
Prerequisite: completion of General Education Category III.B.1. or III.B.2. Analysis of contemporary Chicano/Latino theater in relation to its historical evolution. Emphasis on plays, playwrights and theater groups expressing the Chicano/Latino experience. Extensive play reading. (Same as Theater 315)

316 The Chicano Music Experience (3)
Mexican folk and popular music and its relationship to the culture which produced it. The pre-Cortesian period to the present in Mexico and in the Southwestern United States.

330 The Evolution of Mexican Literature (3)
Prerequisite: completion of the General Education Category III. B.2. Survey and analysis of the Nahautl, Mexican and Chicano literature from the pre-Columbian period to the present. Not applicable for graduate degree credit.

331 The Chicano Child (3)
Prerequisite: completion of General Education Category III.C.1. The Chicano child from preschool through grade six. Motor, physical, social, intellectual and emotional growth and development and their effect on school adjustment and achievement. Observation of preschool and grade school children.

332 The Chicano Adolescent (3)
Prerequisite: completion of the General Education Category III.C.1 The Chicano adolescent's social, intellectual and emotional growth and development. The bicultural pressures from the barrio, family structure, school and achievement values.

333 Mexican Literature Since 1940 (3)
Prerequisite: completion of General Education Category III.B.2. The literature of Mexico since 1940: Carlos Fuentes, Luis Spota, Rodolfo Usigli, Xavier Villarrutia, Juan Jose Arreola, Octavio Paz, Roberto Blanco Moheno and Luis G. Basurto. Not applicable for graduate degree credit.

336 Main Trends in Spanish-American Literature (3)
The main currents of Spanish-American literature emphasizing contemporary works. The relation between the artistic expression and the ideological values of the period.

337 Contemporary Chicano Literature (3)
Prerequisite: Chicana/o Studies 106 or 220, or consent of instructor. The modern Chicano writers in the United States: Allurista, Corky Gonzales, Octavio Romano, El Teatro Campesino and the major Chicano magazines and newspapers.

340 Mexican/Chicano Intellectual Thought (3)
Prerequisite: completion of General Education Category III.B.2. The emergence of the Chicano movement dealing with political, economic and sociological facets. The writing of Nahautl, Spanish, Spanish-American, Chicano, and contemporary writers. Not applicable for graduate degree credit.

345 History of the Chicano (3)
Prerequisite: completion of the General Education Category III.C.1. History of the Chicano from the pre-Columbian period to the present. The Chicanos' changing role in the United States, their cultural identity crisis and their achievements.

350 Mexican Life and Culture (3)
(Same as Latin American Studies 350)

353 Mexico Since 1906 (3)
Prerequisite: completion of General Education Category III.C.1. The Mexican Revolution of 1910 stressing the political, economic and social aspects as well as its contributions in the fields of art, literature and social reforms.

360 Chicanos and the Law (3)
The relationship between Chicanos and the legal and judicial system, including the administration of justice, Chicano-police relations, and Chicanos and the prison system. Guest speakers will be a regular feature.

367 Latino/a Spirituality and Religion (3)
(Same as Comparative Religion 367)

400 Research and Writing in Ethnic Studies (3)
(Same as Asian American 400)

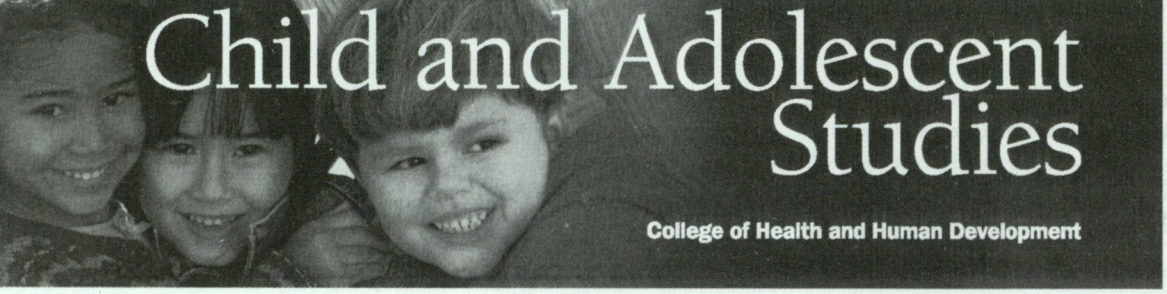
450 The Chicano and Contemporary Issues (3)
The socioeconomic and political problems confronting the Chicano including proposed solutions. The effect that social institutions have had on the Chicano community.

460 The Chicano and Politics (3)
Theory of urban politics and evaluation of issues that affect the Chicanos and American society. Evaluations and surveys will be made on political organizations in Hispanic-surnamed communities. (Same as Political Science 460)

480 The Immigrant and the Chicano (3)
Mexican immigration to the United States and its social, economic and political impacts on the Chicano and non-Chicano communities and other immigrant groups.

499 Independent Study (1-3)
Prerequisites: senior standing and approval by the department chair and instructor(s) in charge of directing the study. An opportunity to do independent study, under the guidance of the faculty, on a subject of special interest to the student.

599 Independent Graduate Research (1-3)
Prerequisites: consent of instructor and classified status. Individual research for Chicana and Chicano Studies components in Master of Arts in Bilingual Studies (Spanish), Master of Science in Bilingual Education (Education) and related programs. Maximum of 3 hours credit.



Child and Adolescent Studies

College of Health and Human Development

INTRODUCTION

The Department of Child and Adolescent Studies takes an interdisciplinary approach to the study of development from conception through adolescence that emphasizes interrelationships between the developing person, family, and community. The curriculum examines empirically derived biological-physical, socio-emotional, and cognitive developmental milestones, as well as individual differences and common variations in development. This applied program addresses developmentally appropriate educational, socialization, and parenting practices within the context of key theoretical paradigms. Course topics focus on observation skills, knowledge of research methodology and assessment, and the interaction of contextual and individual factors as they shape development, including the influences of biology, gender, families, peers, institutional practices, societal change, social class, communities, culture, and public policies.

The Child and Adolescent Development major is designed to provide students with the knowledge and skills to interact effectively with children, adolescents, and families in a variety of educational and service settings. Effective work with and/or on behalf of children, adolescents, and families in diverse environments is informed by research, relevant professional and ethical standards, and legal mandates. Because such settings change dramatically with time, the curriculum provides students with a variety of tools to acquire, communicate, and disseminate information so that they may develop a lifelong pursuit of developmental inquiry. Course work emphasizes critical thinking, proficiency with field relevant technology resources, communication skills, and the intellectual framework and methods necessary for in-depth interdisciplinary study.

The Bachelor of Science in Child and Adolescent Development provides broad undergraduate preparation for careers in child and adolescent-related professions, including elementary education, special education, early care and education, child/adolescent guidance, and a variety of youth-related social service careers, as well as graduate study in disciplines such as child development, counseling, developmental psychology, and social work.

DEPARTMENT CHAIR

Patricia A. Szeszulski

DEPARTMENT OFFICE

Education Classroom 105

DEPARTMENT WEBSITE

http://hdcs.fullerton.edu/CAS

PROGRAMS OFFERED

Bachelor of Science in Child and Adolescent Development

Minor in Child and Adolescent Development

FACULTY

Sylvia Alva, Jacqueline Coffman, Jessica Gomel, Leslie Grier, Enid Gruber, Diana Wright Guerin, Ellen Junn, Leigh Hobson, Kari Knutson Miller, Sharon Seidman, Pamella Oliver, Mark Runco, Susan Shipstead, Patricia A. Szeszulski, Sharon Willmer, Shelli Wynants, Shu-Chen Yen

ACADEMIC ADVISEMENT

Academic advisement is provided at both the Fullerton and El Toro campuses through regularly scheduled Overview of the Major sessions and individual student advising appointments. During their first semester as a major, students are required to attend an Overview of the Major session and are expected to consult with a department adviser to develop an academic plan. Consult the department website or contact the department office for a schedule of Overview of the Major sessions and available individual advisement appointments.

BACHELOR OF SCIENCE IN CHILD AND ADOLESCENT DEVELOPMENT

The Bachelor of Science in Child and Adolescent Development requires the successful completion of a minimum of 51 units in the major consisting of required core classes, advisement track courses, practicum courses, developmental electives, and breadth electives. A grade of "C" (2.0) or better is required to satisfy prerequisites to CAS courses; all prerequisites are strictly enforced. A grade of "C" (2.0) or better is required in all courses applied to the major.

Required Core Classes (21 units)

Child/Adolescent Studies 101 Introduction to Child and Adolescent Development (3)

Child/Adolescent Studies 300 Elements of Effective Professional Communication (3)

Child/Adolescent Studies 301 Inquiry and Methodology in Development (3)

Child/Adolescent Studies 310 Assessing and Observing Development (3)

Child/Adolescent Studies 325A Conception through Adolescence (3)

Child/Adolescent Studies 325B Age 9 through Adolescence (3)

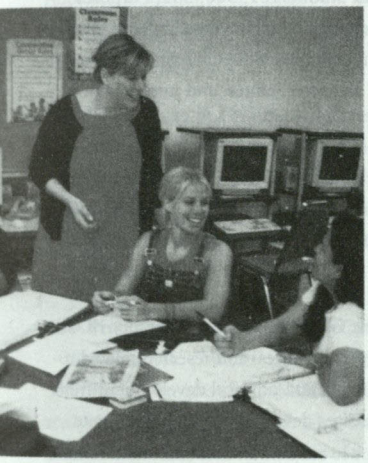
Child/Adolescent Studies 490T Senior Seminar (3)

Advisement Track (15 units)

Each student, in consultation with a department adviser, selects a 15-unit advisement track in an area of specialization. Standard advisement tracks include elementary education, special education, early care and education, adolescent/youth services, preparation for master's/doctoral degrees or other specialized training, and general studies in child and adolescent development.

Practicum Courses (6 units)

Students take the core practicum course (3 units) and one advanced, advisement track-specific practicum course (3). Students must complete a minimum of 60 hours of supervised fieldwork **while enrolled** in each of the two required fieldwork courses.



Core Practicum Course (3 units)

Child/Adolescent Studies 394 Seminar (2)

and

Child/Adolescent Studies 394L Practicum in Child Development (1)

One of the following advanced, advisement track-specific practicums (3 units)

Child/Adolescent Studies 464 Seminar (2) and

Child/Adolescent Studies 464L Practicum in Early Care and Education (1)

Child/Adolescent Studies 474 Seminar (2) and

Child/Adolescent Studies 474L Practicum in Development in School Settings (1)

Child/Adolescent Studies 484 Seminar (2) and

Child/Adolescent Studies 484L Practicum in Adolescent/Youth Services (1)

Child/Adolescent Studies 494 Seminar (2) and

Child/Adolescent Studies 494L Practicum in Youth and Families in Community Settings (1)

Developmental Electives (3 units)

CAS 340 Parenting in the 21st Century (3)

CAS 365 Media and Adolescence (3)

CAS 365 Adolescent Pregnancy and Parenting (3)

* CAS 490T Senior Seminar

*Must select different seminar topic than taken for required core (3)

Breadth Electives (6 units)

*Biology 305 Human Heredity and Development (3)

*Approved Cultural Diversity Class (3) (see CAS adviser for approved list)

*Sociology 351 Sociology of Families (3)

OR Sociology 353 Sociology of Childhood (3)

Special Ed 371 Exceptional Individual (3)

OR Special Ed 400 Early Childhood Special Education (3)

*May satisfy a General Education requirement. Consult current Class Schedule.

Second Language Graduation Requirement

With the exception of students in the Streamlined Teacher Education Program, Child and Adolescent Development majors who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog). Students in the Streamlined Teacher Education Program are exempt from the Second Language Graduation Requirement.

MINOR IN CHILD AND ADOLESCENT DEVELOPMENT

For a minor in Child and Adolescent Development, 21 units are required. A minimum of 12 units of coursework for the minor must be distinct from coursework that is applied to the major. No more than 6 units of lower-division coursework may be applied to the minor.

Core Courses (9 units)

Child/Adolescent Studies 301 Inquiry and Methodology in Development (3)

OR approved alternate

Child/Adolescent Studies 325A Conception to Age 8 (3)

Child/Adolescent Studies 325B Age 9 through Adolescence (3)

Practicum (3 units)

Take one of the following:

Child/Adolescent Studies 394 Seminar (2) and

Child/Adolescent Studies 394L Practicum in Child Development (1)

OR Child/Adolescent Studies 464 Seminar (2) and

Child/Adolescent Studies 464L Practicum in Early Care and Education (1)

OR Child/Adolescent Studies 484 Seminar (2) and

Child/Adolescent Studies 484L Practicum in Adolescent/Youth Services (1)

OR Child/Adolescent Studies 494 Seminar (2) and

Child/Adolescent Studies 494L Practicum in Youth and Families in Community Settings (1)

OR Ed El 315A Lecture (2) and

Ed El 315B Introduction to Elementary School Teaching: Fieldwork (1)

Electives (9 units)

Nine units selected in consultation with department adviser.

MULTIPLE SUBJECTS TEACHING CREDENTIAL PREPARATION

A Multiple Subjects Teaching Credential is required to teach in California public elementary schools. Completion of both the California Basic Educational Skills Test (CBEST) and the California Subject Examinations for Teachers (CSET) is an entrance requirement for Multiple Subjects Teaching Credential programs. Further information is available from the Center for Careers in Teaching.

STREAMLINED TEACHER EDUCATION PROGRAM

Designed for freshmen planning to be teachers, students in the Streamlined Teacher Education Program (STEP) combine their bachelor's degree requirements with credential program courses to earn both the degree and the preliminary credential in an efficient, well-planned program. Students in STEP-CHAD complete the requirements for the bachelor's degree in Child and Adolescent Development and the requirements for a Professional (preliminary) Multiple Subject Credential (for teaching elementary school) and/or an Education Specialist Credential (for teaching special education).

Students in STEP benefit from early field experience in K-12 classrooms, regular contact with faculty members from their major departments and from the education departments, and regular advisement and support throughout the program. Students in STEP also have multiple opportunities to meet and work with other students in the program, facilitating their social connections with other students with similar career aspirations.

Transfer students may also participate in STEP. To be well-positioned to participate in the program, they must seek advisement from their community college counselors as early in their academic careers as possible. Students in this program must take a particular pattern of courses to satisfy General Education Program requirements. Transfer students should check the Center for Careers in Teaching website for more information.

For further information about STEP, please visit the Center for Careers in Teaching (CCT) website at www.fullerton.edu/cct or visit the CCT directly in H 113.

CHILD AND ADOLESCENT STUDIES COURSES

Courses are designated as CAS in the Class Schedule.

101 Introduction to Child and Adolescent Development (3)

Overview of major concepts and related professional opportunities. Practical applications will be considered within different biological, familial, social, and cultural contexts to facilitate understanding of influences on developmental outcomes.

210 Orientation to the Field of Child Development (3)

Introduction to the field of child development. Survey of programs and services for children, adolescents, and young adults, and exploration of professional opportunities, organizations, and publications.

300 Elements of Effective Professional Communication (3)

Prerequisite: sophomore standing. Styles of written communication common to child development programs and services. Reporting on theories and research to multiple audiences (e.g., other professionals, parents, community groups) in written and oral formats. Meets upper-division baccalaureate writing course requirement for Child and Adolescent Development majors.

301 Inquiry and Methodology in Development (3)

Prerequisite: sophomore standing. Framework and methods necessary for interdisciplinary study of child development. Conducting library research, reading and writing scientific reports, using descriptive and inferential statistics, developing computer literacy, and exploring developmental methodology and theory. (2 hours lecture, 2.5 hours laboratory)

310 Assessing and Observing Development (3)

Prerequisites: Child/Adolescent Studies 101, 300, 301. Purposes and methods associated with assessing and observing child and adolescent development. Topics include selection of appropriate methods, survey of standardized measures, ethics, and interpretation and implications of data.

312 Human Growth and Development (3)

Prerequisite: Psychology 101 or consent of instructor. Biological/physical, socio-emotional, cognitive development across the lifespan.

315 Child Development (3)

Prerequisite: Completion of the General Education Category III.C.1. Examines major concepts, principles, theories, and research related to cognitive, linguistic, social, emotional, and physical development from birth through adolescence; emphasizes developmentally appropriate practices.

325A Conception through Age 8 (3)

Prerequisites: Child/Adolescent Studies 101, 300, 301. Research, theories and their application to biological/physical, socio-emotional, and cognitive development from conception through age 8.

325B Age 9 through Adolescence (3)

Prerequisites: Child/Adolescent Studies 101, 300, 301, 325A. Research, theories and their application to biological/physical, socio-emotional, and cognitive development from age 9 through adolescence.

330 Adolescence and Early Adulthood (3)

Prerequisite: Psychology 101 or consent of instructor. Examination of human development during and following adolescence. Community resources and services for adolescents and their families. Consequences of adolescent experiences for later development.

340 Parenting in the 21st Century (3)

Prerequisite: Completion of a General Education Category III.C.1 course. Examines goals and patterns of parenting in context of contemporary, multicultural society; identifies changing demands of parenting infants, children and adolescents; summarizes current scholarly research on relation of parenting practices to child development outcomes.

360 Adolescents and the Media (3)

Prerequisite: Completion of General Education Category III.C.1. Summarizes current social, cultural, and behavioral research on adolescents and mass media. Examines how teens use, learn, are depicted in, and shape cultural meaning from exposure to television and other electronic media.

365 Adolescent Pregnancy and Parenting (3)

Prerequisite: Completion of course in General Education Category III.C.1. Reviews current knowledge base on adolescent pregnancy and the developmental implications for parent and child. Examines the social, educational, and health implications of early parenting and articulates the resources, skills, and supports needed to foster success in parenting.

394 Practicum Seminar in Child and Adolescent Development (2)

Prerequisite: Child/Adolescent Studies 101. Corequisite: Child/Adolescent Studies 394L. Classroom analysis of field experience focusing on linkages between theory and practice and skills and techniques of child development professionals.

394L Practicum in Child and Adolescent Development (1)

Corequisite: Child/Adolescent Studies 394. Supervised field experience in agencies, institutions and organizations serving children and families. Minimum of 4 hours per week for a total of 60 hours required for the semester. Credit/No Credit grade option only. May be repeated once for credit.

464 Practicum Seminar in Early Care and Education (2)

Prerequisites: Child/Adolescent Studies 101, 300, 301, 310, 325A, 394, 394L. Corequisite: Child/Adolescent Studies 464L. Classroom analysis of field experience focusing on linkages between theory and practice and skills and techniques of early childhood development professionals.

464L Practicum in Early Care and Education (1)

Corequisite: Child/Adolescent Studies 464. Supervised field experience in agencies, institutions, and organizations serving young children and families. Minimum of 4 hours per week for a total of 60 hours required for the semester. Credit/No Credit grade option only.

474 Practicum Seminar in Development in School Settings (2)

Prerequisite: Child/Adolescent Studies 101, 300, 301, 310, 325A, 394, 394L. Corequisite: Child/Adolescent Studies 474L. Positive developmental outcomes associated with programs/materials used in elementary school contexts are examined. Developmental theory and research findings are linked to these practice alternatives.

474L Practicum in Development in School Settings (1)

Corequisite: Child/Adolescent Studies 474. Supervised field experiences in educational setting serving elementary school-aged children. Minimum of 4 hours per week for a total of 60 hours for credit. Credit/No Credit grade option only.

484 Practicum Seminar in Adolescent and Youth Services (2)

Prerequisites: Child/Adolescent Studies 101, 300, 301, 310, 325A, 394, 394L. Corequisite: Child/Adolescent Studies 484L. Classroom analysis of field experience focusing on linkages between theory and practice and skills and techniques of adolescent development/youth services professionals.

484L Practicum in Adolescent and Youth Services (1)

Corequisite: Child/Adolescent Studies 484. Supervised field experience in agencies, institutions, and organizations serving adolescents and families. Minimum of 4 hours per week for a total of 60 hours required for the semester. Credit/No Credit grade option only.

490T Senior Seminar in Child and Adolescent Development (3)

Prerequisites: Child/Adolescent Studies 101, 300, 301, 310, 325A, 325B. Systematic study of theory, methods, and findings concerning a specific developmental topic. Variable topics include Children and Adolescents at Risk, Cognition and Motivation, Controversial Issues in Development, Culture and Ethnicity in Development, Life Span Creativity, Life Span Perspective, Families and Development, Gender and Development, Gifted Intelligence, Working for Change: Legislative Advocacy, Moral Development, Self Concept, and Temperament and Development. May be repeated for credit under different topic.

494 Practicum Seminar in Youth and Families in Community Settings (2)

Prerequisites: Child/Adolescent Studies 101, 300, 301, 310, 325A, 394, 394L. Corequisite: Child/Adolescent Studies 494L. Classroom analysis of field experience focusing on linkages between theory and practice and skills and techniques of professionals working with parents and families in school and community settings.

494L Practicum in Youth and Families in Community Settings (1)

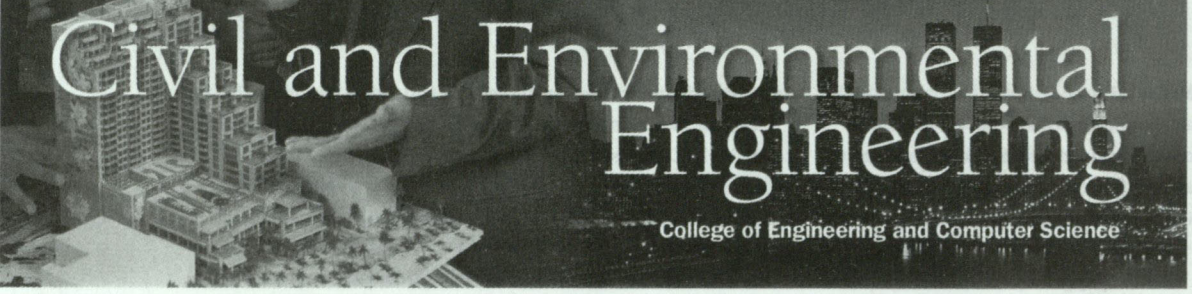
Corequisite: Child/Adolescent Studies 494. Supervised field experience in agencies, institutions, and organizations serving parents and families. Minimum of 4 hours per week for a total of 60 hours required for the semester. Credit/No Credit grade option only.

496 Student-to-Student Tutorial (1-3)

Prerequisites: a 3.0 or higher grade-point average and simultaneous enrollment in the course being tutored or previous enrollment in a similar course or its equivalent. Consult "University Curricula" section of this catalog for more complete course description. May be repeated for a maximum of 3 total units of credit. Only 3 units may be taken in a single semester.

499 Independent Study (1-3)

Individual research project, either library or field, under the direction of a Child and Adolescent Studies faculty member. May be repeated for a maximum of 9 total units of credit. Only 6 units may be taken in a single semester.



DEPARTMENT CHAIR

Pinaki R. Chakrabarti

DEPARTMENT OFFICE

Engineering 100

DEPARTMENT WEBSITE

http://www.fullerton.edu/ecs

PROGRAMS OFFERED

Bachelor of Science in Civil Engineering

Emphasis in Architectural Engineering

Master of Science in Civil Engineering

Concentration in Environmental Engineering

FACULTY

Pinaki Chakrabarti, Jeff Kuo, George Lin, Mallela Prasada Rao, Chandrasekhar Putcha, Dindial Ramsamooj, Mufid Samara, Mahadeva Venkatesan

ADVISERS

Undergraduate advisers:

Pinaki R. Chakrabarti, Jeff Kuo, M. P. Prasada Rao and Mufid Samara

Graduate adviser:

Pinaki R. Chakrabarti

The Mission, Vision, Objectives, and Outcomes of the Civil and Environmental Engineering Department are:

MISSION

- To provide the best engineering program based on a foundation of mathematics, basic and applied science, engineering science, and civil engineering fundamentals
- To produce graduates who have the technical skills required for immediate entry into industry or graduate school
- To facilitate active student participation in research
- To provide service to the profession, the state of California, the country and to the world wide development of engineering
- To prepare students for higher engineering education.

VISION

- To excel in Civil and Environmental engineering education
- To systematically upgrade curricula that emphasize breadth and depth of education, which reflect the current developments in Civil and Environmental engineering
- To engage in research and scholarly activity that enhance student learning while being of benefit to the state, region, and nation

OBJECTIVES

- To provide a practice oriented curriculum that prepares students to apply theory to real world problems
- To develop the skills of the students which are pertinent to the design process, including the students ability to formulate problems, to think creatively, to communicate effectively, to synthesize information and to work collaboratively
- To develop the skills of the students aimed at designing civil engineering systems through design courses
- To instill in the students an understanding of their professional, social and ethical responsibilities and prepare them for life long learning

OUTCOMES

After completing one of the Civil and Environmental engineering programs, graduates should have the following attributes:

- An ability to apply knowledge of mathematics, science and engineering to design and conduct experiments as well as to analyze and interpret data
- An ability to design a multidisciplinary system, component or process to meet the desired needs
- An ability to use the techniques, skills and modern engineering tools necessary for engineering practice
- An ability to communicate effectively, have knowledge of contemporary issues and be able to recognize the need for engaging in life long learning

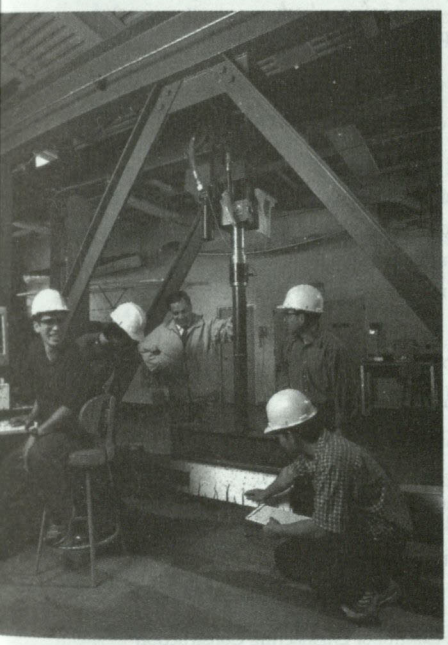
INTRODUCTION

The civil engineering program at CSUF includes the fields of engineering mechanics and structural, geotechnical, hydraulic, environmental, construction, transportation, and architectural engineering. Modern civil engineering practices rely heavily upon computer-aided analysis and design. Students at CSUF use both microcomputers and the mainframe computer.

"Structural" engineers are designers of buildings, bridges, dams, power plants, offshore structures and many other kinds of systems. These engineers determine, usually by computer analysis, the forces that a structure must resist, the appropriate materials, and the possible structural types. Structural engineers usually work with a team that includes architects, mechanical and electrical engineers, contractors, and the owner of the project.

"Engineering Mechanics" courses offered in this department provide strong support for research, consulting and teaching in many fields of civil engineering.

"Geotechnical" engineers analyze the properties of soils and rocks that affect the behavior of structures. They evaluate the potential settlements of buildings, the stability of slopes and fills, and the effects of earthquakes. They take part in the design and construction of foundations, including those of offshore platforms, tunnels and dams.



"Hydraulic" engineers deal with all aspects of the physical control of water. They work to prevent floods, develop irrigation projects, design hydroelectric power systems, manage water resources, and predict water runoff.

"Architectural" engineering is a combination of the art of architecture and the science of engineering. The architect conceives of structures as an art form, and relies upon the structural engineer to translate his concepts of beauty into structural reality. The architectural engineer has the training to interact with both architects and engineers or to work on his own in designing structures that combine both strength and beauty.

"Construction engineering and management" is a wide ranging specialization that uses both technical and management skills to plan and build public and private projects and commercial developments.

"Environmental" engineers apply science and engineering principles to minimize the adverse effects of human activity on the environment. They typically deal with water and waste water treatment, air pollution control, solid and hazardous waste management, and groundwater/soil remediation. They also help draft regulations and enforce many federal and state laws to control damage to the environment.

"Transportation" engineers are concerned with the planning, design, and control of projects related to transportation of people and goods. They also help draft regulations and enforce many federal and state laws related to transportation.

The undergraduate engineering program is designed to impart knowledge of mathematics and natural sciences to students so that they learn to use the forces of nature and materials economically while maintaining engineering ethics and high professional standards.

One of the major objectives of this program is to provide design experience to the students gradually from the very beginning years until they graduate, through a variety of courses. During this time, they also learn about safety, reliability, ethics and socially sensitive problems.

The graduate engineering program is designed for specialization in the areas of structures, engineering mechanics, geotechnology, hydraulics, construction management, and environmental engineering.

High School Preparation

The entering high school student should have a preparation which includes two years of algebra, geometry, trigonometry, and one year of physics or chemistry. Students deficient in mathematics or chemistry must take special preparatory courses, i.e., Mathematics 125 and Chemistry 115, which will not carry credit for the major. (See Mathematics Section for Entry Level Mathematics test and Math-Science Qualifying Examination requirements.)

Transfer Students

A transfer student shall complete a minimum of 30 units in residence of which at least 15 units shall be taken in upper-division engineering courses. Work taken at another college or university on which a grade of "D" (1.0) was earned may not be substituted for upper-division courses.

BACHELOR OF SCIENCE IN CIVIL ENGINEERING

*The current Civil Engineering curriculum is under revision; for current degree requirement, refer to the department's website.*The undergraduate program requirements for the bachelor of science in civil engineering are comprised of four major segments: foundation courses in mathematics and the physical sciences; basic engineering courses; general education courses in the arts, humanities, social sciences, biological sciences and other related areas; and a sequence of courses to fulfill the requirements of the Civil Engineering degree or the Architectural Engineering Emphasis.

Undergraduate students are required to meet with their academic adviser every semester during the first year and at least once a year thereafter. Students are strongly encouraged to see their academic advisers frequently. All courses taken in fulfillment of the requirements for the bachelor's degree must be taken for a letter grade, i.e., under grade Option 1. All mathematics and physical science courses required for the degree must be completed with at least a "C minus" (1.7) grade to count as prerequisite courses to engineering courses or as credit towards the degree. Graduate courses are not open to undergraduate students without approval of the program coordinator.

Note: The current Civil Engineering Curriculum is under revision. For the most recent degree requirements, please refer to the department's web site.

Mathematics and Science Courses (32)

Mathematics 150A Calculus (4)

Mathematics 150B Calculus (4)

Mathematics 250A Multivariate Calculus (4)

Mathematics 250B Introduction to Linear Algebra and Differential Equations (4)

Chemistry 120A General Chemistry (5)

Chemistry 125 General Chemistry for Engineers (3)

OR Geological Sciences 376 Applied Geology (3)

Physics 225, 225L Fundamental Physics: Mechanics and Lab (4)

Physics 226, 226L Fundamental Physics: Electricity and Magnetism and Lab (4)

Engineering Core Courses (24)

EGME 102 Graphical Communications (3)

EGCE 201 Statics (3)

EGEE 203 Electric Circuits (3)

EGGN 205 Digital Computation (3)

EGCE 302 Dynamics (3)

EGME 304 Thermodynamics (3)

EGME 306A Unified Laboratory (1)

EGGN 308 Engineering Analysis (3)

EGGN 314 Engineering Economy (2)

General Education Courses

I. Core Competencies (9)

A. Oral Communication (3)

Honors 101B, Human Comm 100, or Human Comm 102

B. Written Communication (3)

English 101

C. Critical Thinking (3)

Honors 101A; Philosophy 105, 106; Psychology 110; Reading 290; or Human Comm 235

II. Historical and Cultural Foundations (9)

A. Development of World Civilization (3)
History 110A or 110B

B. American History, Institutions and Values (6)

1. American History (3)
Afro Ethnic Studies 190, American Studies 201, Chicano 190, History 180, 190, or Honors 201A

2. Government (3)
Poli Sci 100

III. Disciplinary Learning (31)

A. Mathematics and Natural Sciences (16)

1. Mathematics
Mathematics 150A (4)

2. Natural Sciences

a. Physical Science
Chemistry 120A and Physics 225, 225L

b. Earth and Astronomical Sciences
Not applicable for engineering majors

c. Life Science
Biology 101 (3)

3. Implications and Explorations in Mathematics and Natural Sciences
Not applicable for engineering majors

B. Arts and Humanities (9)

1. Introduction to the Arts (3)
Art 101, 201A, 201B, 311, 312, Dance 101, Music 100, Theater 100

2. Introduction to the Humanities (3)
Any lower-division course in this category listed in the current class schedule

3. Implications, Explorations and Participatory Experience in the Arts and Humanities (3)
Any upper-division course in this category in the current class schedule

C. Social Sciences (6)

1. Introduction to the Social Sciences (3)
EGGN 314 and one of EGCE 490, EGEE 490 or EGME 490

2. Implications, Explorations and Participatory Experience in the Social Sciences (3)
Any upper-division course in this category listed in the current class schedule

IV. Lifelong Learning

This category is not applicable to engineering majors

V. Cultural Diversity

Take at least one star (*) course in Sections III.B.3 or III.C.2

Upper-Division Writing Requirement

In addition to the Examination in Writing Proficiency which is to be taken as soon as 60 units are completed, six units from the following courses are required and must be passed with a grade of "C" (2.0) or better. The laboratory reports are graded on English composition as well as content.

EGME 306A Unified Laboratory (1)

EGCE 324L Soil Mechanics Laboratory (1)

EGCE 325L Structural Analysis Laboratory (1)

EGCE 377 Civil Engineering Materials Lab (1)

EGCE 428L Engineering Hydraulics Lab (1)

EGCE 431L Advanced Structural Lab (1)

EGCE 463L Precast and Prestressed Concrete Design Lab (1)

EGCE 465 Planning and Control of Engineering Construction Projects (3)

EGCE 468 Engineering Construction (3)

EGCE 490 Civil Engineering Professional Practice (1)

Second Language Graduation Requirement

Since the Bachelor of Science in Civil Engineering is a high-unit program, majors are exempt from the Second Language Graduation Requirement.

Required Courses in Civil Engineering (37 units)

EGEE 203L Electric Circuits Laboratory (1)

OR EGCE 206 Computer-Aided Architectural and Civil Engineering Drafting (1)

EGCE 214 Engineering Surveying (2)

EGCE 214L Engineering Surveying Laboratory (1)

EGCE 301 Mechanics of Materials (3)

EGCE 324 Soil Mechanics (3)

EGCE 324L Soil Mechanics Laboratory (1)

EGCE 325 Structural Analysis (3)

EGCE 325L Structural Analysis Laboratory (1)

EGCE 330 Computer Applications in Civil Engineering (3)

EGCE 377 Civil Engineering Materials Lab (1)

EGCE 408 Reinforced Concrete Design (3)

EGCE 418 Foundation Design (3)

EGCE 428 Engineering Hydraulics (3)

EGCE 428L Engineering Hydraulics Lab (1)

EGCE 430 Structural Steel Design (3)

EGCE 494 Design of Civil Engineering Structures (3)*

EGCE 494L Civil Engineering Structural Laboratory (1)*

EGCE 495 Civil Engineering Professional Practice (1)

*EGCE 494 and 494L must be taken together.

Technical Electives in Civil Engineering (9 units minimum)

Before enrolling in any elective course, approval of the adviser must be obtained. Technical electives must include EGCE 441 or 465 or 466 or 468.

EGCE 411 Structural Dynamics (3)

EGCE 431L Advanced Structural Laboratory (1)

OR EGCE 463L Precast and Prestressed Concrete Design Lab (1)

EGCE 432 Computer-Aided Design & Analysis in Civil Engineering (3)

EGCE 435 Design of Hydraulic Structures (3)

EGCE 436 Engineering Hydrology (3)

EGCE 441 Environmental Engineering (3)

EGCE 463 Precast and Prestressed Concrete Design (3)

EGCE 465 Planning and Control of Engineering Construction Projects (3)

EGCE 466 Public Transit Systems Planning and Operations (3)

EGCE 468 Engineering Construction (3)

EGCE 493 Structural Systems for Buildings (3)

EGCE 497 Senior Projects (1-3)

EGCE 499 Independent Study (1-3)

ARCHITECTURAL ENGINEERING EMPHASIS

Mathematics and Science Courses (32 units)

Engineering Core Courses (24 units)

Required Civil Engineering Core (30 units)

EGEE 203L Electric Circuits Laboratory (1)

OR EGCE 206 Computer-Aided Architectural and Civil Engineering Drafting (1)

EGCE 214 Engineering Surveying (2)

EGCE 214L Engineering Surveying Laboratory (1)

EGCE 301 Mechanics of Materials (3)

EGCE 324 Soil Mechanics (3)

EGCE 324L Soil Mechanics Laboratory (1)

EGCE 325 Structural Analysis (3)

EGCE 325L Structural Analysis Laboratory (1)

EGCE 377 Civil Engineering Materials Laboratory (1)

EGCE 408 Reinforced Concrete Design (3)

EGCE 418 Foundation Design (3)

EGCE 430 Structural Steel Design (3)

EGCE 494 Design of Civil Engineering Structures (3)*

EGCE 494L Civil Engineering Structural Laboratory (1)*

EGCE 495 Civil Engineering Professional Practice (1)

*EGCE 494 and 494L must be taken together.

Core Courses for the Emphasis in Architectural Engineering (13 units)

EGCE 428 Engineering Hydraulics (3)

EGCE 431L Advanced Structural Laboratory (1)

OR EGCE 463L Precast and Prestressed Concrete Design Lab (1)

EGCE 432 Computer-Aided Design in Structural Engineering (3)

EGCE 493 Structural Systems for Buildings (3)

OR EGCE 463 Precast and Prestressed Concrete Design (3)

EGCE 496 Architectural Design (3)

Technical Electives for the Emphasis in Architectural Engineering (3 units)

EGCE 465 Planning and Control of Engineering Construction Projects (3)

EGCE 468 Engineering Construction (3)

MASTER OF SCIENCE IN CIVIL ENGINEERING

The Master of Science degree in Civil Engineering is intended to meet the needs of students who wish to prepare for careers in areas such as construction and project management, design and analysis of complex systems (including structures such as tall buildings and bridges), environmental engineering, consulting, and research. This program also provides excellent preparation for doctoral studies.

The program provides advanced study within the area of civil engineering and allows students to elect coursework, with adviser approval, in the areas of structural engineering, hydraulics/ hydrology, geotechnical engineering, engineering mechanics, engineering management or environmental engineering.

Graduates from the M.S. program have obtained employment in various fields including manufacturing, construction, business, education, and government.

Admission Requirements

To qualify for admission to conditionally classified standing, applicants must meet the following university and departmental requirements:

1. Bachelor's degree from a regionally accredited institution.
2. Bachelor's degree in Civil Engineering from an institution accredited by the Accreditation Board for Engineering and Technology (ABET).
3. Minimum grade-point-average of 2.5 in the last 60 semester units.

4. Good standing at the last institution attended.

Students meeting the above requirements will be admitted to the graduate program in Civil Engineering and will be advanced to classified standing immediately after filing an adviser-approved study plan in the Civil and Environmental Engineering Department office.

Students not meeting the above requirements may be admitted at the discretion of the department head and will be required to take an additional six or more units of adviser-approved prerequisite coursework. The student must demonstrate potential for graduate study by earning a GPA of 3.0 or higher in these prerequisite courses.

Any student entering the Master of Science degree program without a B.S. in Civil Engineering will also be required to complete deficiency courses prior to beginning coursework for the master's degree.

Graduate and postbaccalaureate students who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

The Civil and Environmental Engineering Department does not require the Graduate Record Exam (GRE).

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Classified Standing

Students meeting the following additional requirements will be advanced to classified standing and are eligible to take graduate courses for which they are qualified.

1. Completion of all deficiency work specified by the graduate adviser with a grade of "B minus" (2.7) or better.
2. Development of an approved study plan. Before completing nine units at CSUF toward the M.S. degree, the student must meet with an adviser for preparation of a study plan which must be approved by the department head and Office of Graduate Studies.
3. Fulfillment of the university writing requirement prior to completing nine units at CSUF toward the M.S. degree. Students must demonstrate writing ability commensurate with the baccalaureate degree by successfully completing one of the following:
   A. An upper-division writing requirement at any CSU campus.
   B. An upper-division writing course from another university which is equivalent to a course satisfying the CSUF Upper-Division Writing Requirement. Equivalency must be certified by the department head.
   C. Cal State Fullerton Examination in Writing Proficiency (EWP).
   D. A CSUF upper-division or graduate-level course that is certified as meeting the writing requirement and is approved by the department head. The grade received must be a "C" (2.0) or better.

Study Plan

The study plan consists of a minimum of 30 units of adviser-approved upper-division or graduate-level coursework which must be completed with an overall grade-point average of at least 3.0. At least half the units required for the degree must be in approved graduate (500-level) courses.

Required Courses (6 units)

EGGN 403 Computer Methods in Numerical Analysis (3) and an additional adviser-approved math-oriented course (3) OR six units adviser-approved electives (for those focusing on environmental and construction areas).

Concentration Courses (15 units)

A student is required to select a minimum of 15 units in Civil Engineering. These units may be 400-level (subject to approval by the department head) and 500-level courses and are selected according to the student's areas of interest. Coursework may focus on the following areas: Engineering Mechanics, Geo-technical Engineering, Hydraulics/Hydrology, Structural Engineering, and Construction Engineering and Management. Students interested in Environmental Engineering should refer to the text following this section.

Other Courses (9 units)

Elective units should be taken in Civil Engineering or a related engineering field and are subject to adviser approval.

Exam/Thesis/Project Option

Subject to approval by the department head, students may select one of the following three options for final review by a department committee:

1. Oral comprehensive examination OR
2. EGCE 598 Thesis OR
3. EGCE 597 Project

Students enrolling in less than six units of Independent Study/Thesis/ Project will be required to take an oral comprehensive exam. Students enrolling in six units of thesis or project may defend their thesis or project instead of taking an oral comprehensive exam.

Advancement to Candidacy

Advancement to candidacy and completion of requirements for the degree include:

1. Filing a graduation check prior to the beginning of the final semester (deadlines are listed in the class schedule).
2. Completion of study plan coursework with a minimum overall GPA of 3.0.
3. Successful completion of a comprehensive examination or oral defense of a thesis or project.
4. Recommendation by the Civil and Environmental Engineering Department faculty and Office of Graduate Studies.

CONCENTRATION IN ENVIRONMENTAL ENGINEERING

Required Concentration Courses (15 units)

EGCE 481 Solid Waste Technology & Management (3)

EGCE 482 Liquid Waste Technology & Management (3)

Adviser-approved Environmental Engineering courses which may include Thesis, Project or Independent Study (9)

Electives (15 units)

Adviser-approved electives must include a minimum of six units in non-Environmental Engineering courses.

Students enrolling in less than six units of Independent Study/ Thesis/Project will be required to take an oral comprehensive exam. Students enrolling in six units of thesis or project may defend their thesis or project instead of taking an oral comprehensive exam.

CIVIL AND ENVIRONMENTAL ENGINEERING COURSES

Courses are designated as EGCE in the class schedule

201 Statics (3)

Prerequisites: Math 150B and Physics 225. Vectorial treatment of statics of particles and rigid bodies. Free body diagrams. Applications to problems of equilibrium (two and three dimensions) of structural and mechanical force systems. Trusses, frames and machines. Friction problems. Centroids and moments of inertia. (CAN ENGR 8)

206 Computer-Aided Architectural and Civil Engineering Drafting (1)

Prerequisite: EGME 102. Architectural and civil engineering drawing with the aid of computer-aided drafting techniques; grading plans, engineering drawings (including standard structural, electrical and hydraulic details) of buildings, bridges, dams and civil engineering structures. Bill of Materials. (3 hours laboratory)

214 Engineering Surveying (2)

Corequisite: EGCE 214L. Basis of plane surveying. Distance measurement using tapes and EDM. Leveling. Measurement of angles and directions. Traverse and topographic survey and computations. Applications in highway curves, construction surveys and land surveys. Principles of stadia.

214L Engineering Surveying Laboratory (1)

Corequisite: EGCE 214. Field practice of measurement of distance, difference of elevation, and horizontal and vertical angles using tapes, EDM, automatic levels, theodolites and total stations. (3 hours laboratory)

301 Mechanics of Materials (3)

Prerequisites: Math 250A and EGCE 201. Stress and deformation analysis for axial load, torsion, flexure, and combined forces. Analysis of simple statically indeterminate structures. Deflection and stress analysis of beams. Stability of columns. Strain energy and ultimate resistance. Interactive relationships between analysis and design.

302 Dynamics (3)

Prerequisites: Math 250A and EGCE 201. Kinematics and kinetics of particles and rigid bodies, kinetics of rigid bodies in three dimension, Newton's laws, work and energy, impulse and momentum. Solution of problems using vector approach.

305 Failure of Building and Structure due to Earthquakes and After Effects (3)

Prerequisites: Students must have completed one course from General Education Category III.A.1 Math, or III.A.2 Natural Science. Geological aspects of earthquakes as they apply to building safety, introduction to earthquake-related problems and building damages cause by historic earthquakes. Discussion on destruction aspects of earthquakes, preparedness for large earthquakes and ho to protect structural and non-structural parts of buildings. (Same as Geology 305)

324 Soil Mechanics (3)

Prerequisite: EGCE 301. Soil properties and soil action as related to problems encountered in engineering structures; consolidation, shear strength, stability and lateral earth pressures.

324L Soil Mechanics Laboratory (1)

Prerequisites: English 101 and EGCE 324. Behavior and properties of soils. Application to foundation design, liquefaction and seepage.

325 Structural Analysis (3)

Prerequisite: EGCE 301. Analysis of forces and displacements in statically determinate and indeterminate elastic structures by force and displacement methods. Approximate methods of analysis. Matrix formulation of structural analysis and computer applications. Introduction to structural design.

325L Structural Analysis Laboratory (1)

Prerequisites: English 101 and EGCE 325. Principles of model analysis and similitude. Influence lines for reactive and internal forces; generalized displacements of statically indeterminate structures. Nonprismatic members. (3 hours laboratory)

377 Civil Engineering Materials Laboratory (1)

Prerequisites: EGCE 324 and 325. Behavior and properties of most common materials, e.g. steel, concrete, wood, masonry and asphalt. Mix design of asphalt and concrete. Determination of strain and stress using strain gages. Specimen testing according to ASTM. Material properties determination. Safety, reliability, and design considerations. (3 hours laboratory)

408 Reinforced Concrete Design (3)

Prerequisite: EGCE 325.Corequisite: EGCE 377 or equivalent. Design for bending, shear, axial force, torsion and combined loading. Beam, columns, slab and foundation design for ultimate strength and serviceability requirements. Prestressed concrete design. Safety, reliability and cost considerations. Design project conforming to latest ACI code. Professional computer program. (2 hours lecture, 3 hours lab)

411 Structural Dynamics (3)

Prerequisites: EGCE 325 and EGGN 308 or equivalent. Free and forced vibrations of discrete and continuous systems. Matrix formulation and normal coordinates analysis. Response of structures to impulse and earthquake loads. Application to structural design problems and comparison with code prescribed forces.

418 Foundation Design (3)

Prerequisites: EGCE 324 and 408. Design of footings and retaining walls. Mat and piled foundations for structures. Design project to standards of professional practice using latest codes and standards. Consideration for safety, reliability and cost.

428 Engineering Hydraulics (3)

Prerequisite: EGCE 302. Incompressible fluid flow in closed conduits and open channels. Hydrostatics, energy, and hydraulic grade lines. Momentum, friction formulas, pipelines, uniform flow, and water surface profiles. Design of pipes and open channels. Computer solutions.

428L Engineering Hydraulics Laboratory (1)

Prerequisites: English 101 and EGCE 428. Introduction to experimental hydraulics in open channel and pipe flows including measurements of discharge, depth, velocity, force and friction coefficients. Hydraulic model laws and report writing. (3 hours laboratory)

430 Structural Steel Design (3)

Prerequisite: EGCE 325. Corequisite: EGCE 377 or equivalent. Design for bending, torsion, shear, axial forces, combined loadings. Design of built-up girders, composite construction. Design of shear and moment connections. Design project using professional practice standards. LRFD method. Safety, reliability and cost considerations. Professional computer program. (2 hours lecture and 3 hours lab)

431L Advanced Structural Laboratory (1)

Prerequisites: EGCE 325L and either EGCE 408 or EGCE 430. Fundamentals of earthquake engineering and soil structure interaction; design of lateral bracing for model buildings. (3 hours laboratory)

432 Computer-Aided Design & Analysis in Civil Engineering (3)

Prerequisites: EGGN 205, EGCE 324 and 325. Computer-aided analysis and design in various branches of civil engineering. Introduction of finite element methods with computer techniques. Application of professional computer programs.. (2 hours lecture, 3 hours laboratory)

435 Design of Hydraulic Structures (3)

Prerequisite: EGCE 428. Applications of hydraulic principles to design of various structures including spillways, energy dissipators, outlet works, storm drains, culverts and water distribution systems. Use of computers in design process.

436 Engineering Hydrology (3)

Corequisite: EGCE 428. Hydrologic cycle with applications to hydrologic design of engineering structures. Rainfall, stream flow, ground water, surface runoff, hydrographs, flood routing, frequency distributions and design hydrographs.

441 Environmental Engineering (3)

Prerequisites: Biology 101 or Chem 120A and junior standing. Planning and control of the environment; wastewater treatment and disposal; solid waste management; air pollution; radiation protection; housing and residential environment.

463 Precast and Prestressed Concrete Design (3)

Prerequisite: ECCE 408. Prestressed concrete design and analysis for conventional and lateral loading. Design of reinforced and prestressed structural and architectural elements. Safety and economy. Connection design for earthquake and wind loadings. Design projects using professional practice standards including latest codes.

463L Precast and Prestressed Concrete Design Lab (1)

Prerequisites: EGCE 408 and EGCE 463 or equivalent. Behavior of prestressed and reinforced concrete beams subjected to the different types of loadings. Observation of elastic and ultimate strength behavior, deflection crack propagation and collapse. Observation of prestressing operation and camber. (3 hours laboratory)

465 Planning and Control of Engineering Construction Projects (3)

Prerequisite: Senior standing. Overview of construction project management; construction scheduling fundamentals: bar charts, CPM, PERT; schedule control: manual vs. computer systems, reports, schedule maintenance; cost control: code of accounts, control base, budgets, forecasting, reports, computer systems; applications in construction projects.

466 Public Transit Systems Planning and Operations (3)

Prerequisite: Senior standing in Civil Engineering. Urban passenger transportation modes, paratransit, special modes, vehicles characteristics and motion, highway transit mode, rail transit mode new concepts, transit system performance (capacity, productivity, efficiency and utilization, organization and financing).

468 Engineering Construction (3)

Prerequisite: EGCE 408 or equivalent. Corequisite: EGCE 418. Engineering construction planning equipment and methods. Construction management. Critical path method. Construction of buildings, bridges, highways, foundations and dams. Consideration for safety and reliability.

481 Solid Waste Technology and Management (3)

Prerequisite: EGCE 441 or equivalent. Process dynamics and kinetics; thermal, physical, chemical and biological treatment operations; immobilization process; residual management and treatment process train selection.

482 Liquid Waste Technology and Management (3)

Prerequisite: EGCE 441 or equivalent. Process dynamics; reactions and kinetics; reactor engineering and process design; pretreatment operations and physical, chemical and biological treatment operations; residual management and treatment process train selection.

490 Civil Engineering Professional Practice (1)

Prerequisite: Senior standing. Discussion of civil engineering as a profession and the civil engineer as a professional. Career opportunities in private sectors and government. Office and field practice. Professional growth and development. Project management. Business management and opportunities. Ethics and aesthetics. Case studies.

493 Structural Systems for Buildings (3)

Prerequisite: EGCE 408 or 430. Corequisite: EGCE 418. Building structural concepts and systems and their behavior under loads. Foundation systems. Roof, floor, wall systems. Construction safety and cost considerations. Design project to standards of professional practice. Use of latest building codes and standards and computer application. (2 hours lecture and 3 hours laboratory)

494 Design of Civil Engineering Structures (3)

Prerequisites: EGCE 408 and 430. Corequisites: EGCE 418 and 494L. Timber, reinforced masonry, reinforced concrete and steel design. Use of Uniform Building Code and standards. Design of buildings and bridges. Design projects to standards of professional practice. Reliability, safety and cost consideration. Computer application. (2 hours lecture; 3 hours laboratory)

494L Civil Engineering Structural Laboratory (1)

Corequisite: EGCE 494. Design of bridges according to AASHTO code. Design project to the standards of professional practice. (3 hours laboratory)

496 Architectural Design (3)

Prerequisite: EGCE 408 or 430 or senior standing or consent of instructor and department head. History of architectural design. Systems based design process: aesthetic, functional, environmental, and behavioral aspects. Urban planning and design. Case studies. Architectural design project to the standards of professional practice.

497 Senior Projects (1-3)

Prerequisites: Senior standing in engineering and formal approval by adviser and department head. Independent design projects. Formal report to be submitted after completion of project work.

499 Independent Study (1-3)

Prerequisites: Senior standing in engineering and formal approval by adviser and department head. Special topics in civil engineering. Formal report to be submitted after completion of independent study.

501 Analytical Methods for the Design of Civil Engineering Systems (3)

Prerequisite: graduate standing or equivalent. Application of linear and dynamic programming principles to the design of pipelines, irrigation systems, water-resources and traffic-flow control problems. Probabilistic network analysis. First order and advanced first order second moment reliability methods. Probabilistic design.

509 Theory of Plates and Shells (3)

Prerequisite: EGME 438 or equivalent. Theory of thin plates subjected to transverse loads. Analysis of plates of circular, rectangular and other shapes. Theory of thin shells. Shells of revolution. Shells of translation.

510 The Finite Element Method (3)

Prerequisites: EGCE 517 and 533 or equivalent. Formulation of finite elements for analysis of plane stress and strain problems, axisymmetric bodies, plates and shells. Conforming and non-conforming shape functions. Computer applications to complex structural systems under static and dynamic loads.

515 Geo-Environmental Engineering (3)

Prerequisite: EGCE 436 or equivalent. Geo-environmental properties and soil action related to problems encountered in waste management engineering; physico-chemical soil properties, shear strength as applied to landfill design and lateral earth pressures on braced excavation; contaminant migration and partitioning in unsaturated soils.

517 Theory of Elasticity (3)

Prerequisite: EGME 438 or equivalent. Analysis of stress and strain. Equations of elasticity. Extension, torsion and flexure of beams. Two-dimensional elastostatic problems. Variational methods and energy theorems. Elementary three-dimensional elastostatic problems. Introduction to thermoelasticity and wave propagation.

532 Earthquake Engineering (3)

Prerequisites: EGCE 411 and 533 or equivalent. Earthquake motions; response spectra; computational methods and computer applications for response of structural systems. Energy absorption capacity of materials and structural components. Soil structure interaction. Seismic design and evaluation of current building codes.

533 Matrix Methods of Structural Analysis (3)

Prerequisites: EGCE 325 and EGGN 403. Matrix formulation of structural analysis using the direct stiffness approach. Comparison of flexibility and stiffness approaches. Computer aided analysis of complex structural systems under static and dynamic loads. Stability analysis. Introduction to the finite element method.

534 Construction Methods and Equipment for Buildings (3)

Prerequisites: EGCE 408 and 430. Methods and equipment for construction of high-rise buildings, space structures, folded plates, shells, and suspension systems. Modularization. Quality control and construction failures.

537 Groundwater and Seepage (3)

Prerequisite: EGCE 436 or equivalent. Equations governing flow of liquid in porous media. Seepage through dams and under structures, flow in confined and unconfined aquifers, steady and unsteady flow, well fields, flow nets, computer solutions, sea water intrusion, recharge, groundwater pollution.

538 Construction Methods and Equipment for Heavy Construction Engineering (3)

Prerequisites: EGCE 408 and 418. Methods and equipment for construction of foundations, highways, airfields, bridges, ports, harbors, dams, nuclear power plants and industrial facilities. Quality control and construction failures.

539 Preconstruction Design Evaluation (3)

Prerequisites: EGCE 534 or equivalent. Cost benefit, preconstruction scheduling, and constructibility modifications in design, specifications and construction methods. Value Engineering.

546 Coastal Pollution Engineering (3)

Prerequisites: EGCE 436 or equivalent. Storm water runoff, best management practices for storm water runoff, waste water discharge to lakes, rivers, and oceans, wetland construction and management, remediation of contaminated sediments.

549 Theory of Elastic Stability (3)

Prerequisites: EGCE 509 and 517 or equivalent. Critical buckling loads of columns, beam-columns, frames, plates, and shells. Lateral stability of beams. Torsional buckling of open wall sections.

550 Major Commercial Project Development and Management (3)

Prerequisite: Any 400-level Management course approved by the department head. Process of major commercial project development; macroeconomics aspects; project initiation and implementation, construction management systems, schedule, cost and quality control, control of long-lead equipment and materials, construction disputes and claims, case studies.

556 Construction Cost Control, Scheduling and Planning (3)

Prerequisite: EGCE 465 or 468 or equivalent. Systems approach for estimating, scheduling, cost comparison, risk analysis and cost control. Project feasibility studies and alternative approaches. Project control, baseline establishment, cost and claim management.

557 Total Cost Management of Capital Projects (3)

Prerequisite: EGCE 465 or equivalent. Management and cost control of large capital projects. Capital cost estimation, value prediction and control, cost and schedule control and management of mega projects.

559 Environmental and Public Transportation Regulations (3)

Prerequisite: EGCE 441 or equivalent. Environmental regulations, clean air act, intermodal surface transportation efficiency act of 1991, Federal Transit Administration project planning guidelines, planning for public transit and environmental requirement, development of required environ-mental documents; procedure for major investment studies; future of public transportation. Project.

563 Advanced Prestressed and Reinforced Concrete Design (3)

Prerequisite: EGCE 408 or 463. Prestressed concrete theory. Continuous prestressed concrete members, flat plate systems, virendeel systems, application of unbounded postensioning--theory and design. Yield line theory, limit analysis and cracking of concrete. Design of prestressed dome roof, barrel shell and hyperbolic paraboloid shell. Design project to standards of professional practice. Computer application. (2 hours lecture and 3 hours lab).

566 Design of Tall Buildings (4)

Prerequisite: EGCE 408 or 430; EGCE 533 or equivalent. Characteristics, design criteria and safety provisions of tall buildings. Selection, optimization and analysis of framing systems. Design standards, constructability, wind and seismic considerations. Design project to the standards of professional practice. Computer application.

575 Expert Systems in Construction Engineering (3)

Prerequisite: any 400-level Management course approved by the department head. Expert systems and artificial intelligence techniques in construction engineering; expert systems for: safety evaluation of structures during construction, site selection, construction decision making, and construction schedule analysis; project monitoring; claims and disputes.

597 Project (1-6)

Prerequisites: Classified graduate status and formal approval of Civil Engineering Graduate Committee, graduate adviser and department head.

598 Thesis (1-6)

Prerequisites: Classified graduate status and formal approval of Civil Engineering Graduate Committee, graduate adviser, and department head. (Maximum of 3 units per semester)

599 Independent Graduate Research (1-3)

Prerequisites: Classified graduate status and formal approval of Civil Engineering Graduate Committee, graduate adviser, and department head.



Communications

College of Communications

DEPARTMENT CHAIR

Wendell C. Crow

DEPARTMENT OFFICE

College Park 400

DAILY TITAN NEWSROOM

College Park 670

DAILY TITAN BUSINESS MANAGER

College Park 660

DEPARTMENT WEBSITE

http://communications.fullerton.edu

PROGRAMS OFFERED

Bachelor of Arts in Communications

Concentrations:

- Advertising
- Entertainment Studies
- Journalism
- Photocommunications
- Public Relations

Minors

- Advertising
- Journalism
- Public Relations

Master of Arts in Communications

FACULTY

Genelle Belmas, Jeff Brody, Pamela Caldwell, Thomas Clanin, Wendell Crow, David DeVries, Beth Evans, Olan Farnall, Tony Fellow, Dennis Gaschen, Carolyn Johnson, Kuen-Hee Ju-Pak, Cynthia King, Paul Lester, Gail Love, Joseph Massey, Coral Ohl, Rick Pullen, Tony Rimmer, Shay Sayre, Nancy Snow, Andi Stein, Edgar Trotter, Hazel Warlaumont, Diane Witmer, Gerald Wright, Fred Zandpour

INTRODUCTION

Effective ethical communications are essential for the well being of a democratic society. Thus, there is a need for persons trained in the theory and practice of informing, instructing, and persuading through communications media. The educational goals of the programs leading to the Bachelor of Arts in Communications are to:

- Ensure that all majors are exposed to a broad liberal education;
- Provide majors with a clear understanding and a global perspective of the role of communications media in society; and
- Prepare majors desiring communications-related careers in the mass media, business, government and education by educating them in depth in one of the specialized concentrations within the department.

ADVISERS

Undergraduate: All faculty serve as undergraduate advisers. Students may find their assigned concentration adviser in the Communications Department Office, College Park 400.

Graduate: Shay Sayre, College Park 400 or College Park 650-29. Additional advising services are available in the College of Communications Advising Center, CP-425.

BACHELOR OF ARTS IN COMMUNICATIONS

A communications major is required to take 12 units of core requirements in addition to 24 units in a chosen concentration. The department offers five concentrations: advertising, entertainment studies, journalism (print and broadcast), photocommunications, and public relations. The major totals 36 units. All prerequisite courses must be completed with a grade of "C" (2.0) or better.

Collateral requirements: Twelve units of upper-division course work in other departments approved by the student's concentration adviser are also required. Collateral courses are listed on advising materials available in College Park 400.

Every major must take a minimum of 80 units outside Communications, out of the 120 units required for graduation. Of this 80 units, 65 must be in the traditional liberal arts, humanities and sciences. Any courses from the following departments meet the liberal arts requirement: Afro Ethnic, American Studies, Anthro, Asian Amer, Biology, Chemistry, Chicana/o, Comp Lit, Econ, English, Comparative Religion, Geography, Geological Science, Human Comm, History, Liberal Studies, Linguistics, Math, Philosophy, Physics, Poli Sci, Psychology, Sociology, Women's Studies and all foreign languages. See advisers for additional qualifying courses. Students should consult the College of Communications Advisement center and their concentration adviser early in their course work to be sure they meet these requirements.

Students in the Bachelor of Arts in Communications program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for a Bachelor's Degree" elsewhere in this catalog.)

Grade-Point Average Requirements

Three grade-point averages, each 2.0 or higher, are required for graduation:

A. An average based on all units attempted, including those attempted at other institutions.

B. An average based on all units attempted at CSUF.

C. An average based on all units attempted in the major.

Communications Core

The communications core provides background and perspective appropriate to all the departmental concentrations and an understanding of the role of communicators and their contributions to the development of high standards of professionalism.

Nine units of required course work:

Communications 233 Mass Communications in Modern Society (3)
Communications 407 Communications Law (3)
Communications 425 History and Philosophy of American Mass Communication (3)

Plus three units selected from:

Communications 300 Visual Communication (3)
Communications 310 Mass Media Ethics (3)
Communications 333 Mass Media Effects (3)
Communications 410 Principles of Communications Research (3)
Communications 422 Communications Technologies (3)
Communications 426 Global Media Systems (3)
Communications 480 Persuasive Communications (3)

Minor or Collateral Requirement

All Communications majors must complete either a minor (double major also counts) OR 12 collateral units (4 classes) of upper-division (UD) coursework outside of Communications. For minors or double major requirements, consult the "Academic Programs" section of this catalog. For collaterals, consult a concentration checklist for a list of approved courses.

Communications Concentrations

Every communications major must select and complete 24 units of course work in a major concentration.

ADVERTISING CONCENTRATION

The objective of the advertising concentration is to prepare students for entry-level positions in one or more of the four basic advertising activities: creative (copy, layout design), media planning and buying, research, and management. Students are provided with knowledge and skills needed for work with an advertiser, advertising agency, the print and broadcast media, or support service industry.

Communications 350 Principles of Advertising (3)
Communications 351 Writing for the Advertising Industry (3)
Communications 352 Advertising Media (3)
Communications 353 Advertising Creative Strategy and Execution I (3)
Communications 451A, B or C Advertising Campaigns (3)
Communications 495 Mass Media Internship (3)
Plus six units from: Communications 317, 358, 361, 380, 410, 415T, 446, 450, 452, 453, 454, 455 or 456. At least three of the six units must be 450 or higher.

ENTERTAINMENT STUDIES CONCENTRATION

Courses in this concentration introduce students to theory, trends and practices emerging in entertainment and tourism. The concentration is designed to prepare students for career opportunities in entertainment communication and management in a growing range of sectors including business, industries, agencies, and nonprofit organizations.

Communications 101 Writing for Mass Media (3)
Communications 346 Introduction to Entertainment Studies (3)
Communications 446 Entertainment and Society (3)
Communications 449 Capstone in Entertainment and Tourism Studies (3)
Communications 495 Mass Media Internship (3)
Plus one of the following: Communications 301, 334, 338, 351, or 362.
Plus six units from: Communications 317, 333, 350, 361, 380, 410*, 422*, 426*, 447, 448T, 465, or 497.

*Course may count either as a core elective or as a concentration elective, but not as both.

JOURNALISM CONCENTRATION

The principal objective of the journalism concentration is to provide the skills and practice necessary for careers in the print media. Specifically, the concentration objectives are: (1) to provide experience in writing various types of news stories, and to develop skills in reporting and news gathering techniques; (2) to develop critical acumen necessary to check news stories for accuracy and correctness; (3) to develop skills in graphics or photography that complement the journalistic writing skills; (4) to provide actual on-the-job experience by working on the campus newspaper and through an internship, and (5) to add breadth and depth to the professional's specialized skills through collateral courses.

The concentration includes three emphases: print, broadcast journalism, and visual journalism.

Journalism Concentration Core:

Communications 101 Writing for the Mass Media (3)
Communications 203 Introduction to Visual Journalism Production (3)
Communications 338 News Media Production (3)
Communications 495 Mass Media Internship (3)

Print Journalism Emphasis

Communications 201 Reporting for the Mass Media (3)
Communications 332 Editing and Design (3)
Plus six units from: Communications 334, 335, 380, 434, 435, 436, 437, or 438T.

Broadcast Journalism Emphasis

Communications 202 Writing Broadcast News (3)
Communications 372 TV News Production (3)
Plus six units from: Communications 335, 371, 380, 435, 436, 438T.

Visual Journalism Emphasis

Communications 319 Photojournalism (3)
Communications 409 Advanced Photojournalism (3)
Plus six units from: Communications 332, 380, 436, 438T.

PHOTOCOMMUNICATIONS CONCENTRATION

The photocommunications concentration provides a comprehensive study of the aesthetics, theories, and practices of contemporary photography for professional careers in magazine and newspaper photojournalism, and advertising/commercial photography.

Communications 101 Writing for the Mass Media (3)

Communications 217 Introduction to Photography (3)

Communications 319 Photojournalism (3)

Communications 321 Advanced Color Photography (3)

Communications 495 Mass Media Internship (3)

Plus six units selected from:

Communications 326, 338, 340, 358, 380, or 409.

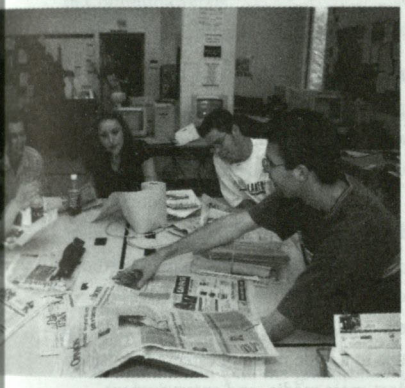
Plus one of the following:

Communications 301, 334 or 362.

PUBLIC RELATIONS CONCENTRATION

This concentration provides preparation in both theory and practice of two-way communication and management counsel for prospective professional public relations careers in business, industry, agency, government, and nonprofit sectors of society.

Communications 101 Writing for Mass Media (3)



Communications 361 Principles of Public Relations (3)

Communications 362 Public Relations Writing (3)

Communications 464 Public Relations Management (3)

Communications 495 Mass Media Internship (3)

Plus one writing course from:

Communications 301, 334, or 338.

Plus six units selected from:

Communications 317, 346*, 350, 358, 363, 380, 410, 434, 437, 446*, 465, 467, 468, or 497.

*Course may count either as a core elective or as a concentration elective, but not as both.

WRITING REQUIREMENTS

All communications majors must satisfy both departmental and university writing requirements. For the department Writing Requirement, each concentration requires one or more writing courses. Consult an adviser or concentration checklist.

University Writing Requirement: The course work portion of the university's upper-division baccalaureate writing requirement for communications majors may be met by satisfactory completion of any one of Communications 301, 334, 335, 338, 351, 362, 371, and 435. Students must earn a "C" (2.0) or better in the course which is used to fulfill the university's upper-division writing requirement.

INTERNSHIP REQUIREMENTS

The Department of Communications has always recognized the beneficial attributes of an internship. Students intern at sites in Orange and Los Angeles Counties, as well as at national and international sites. Examples of internship sites include newspapers, magazines, television and radio stations, public relations and advertising agencies, health-related institutions, nonprofit organizations, film production companies, publishers, education offices, high-tech industries, and cities and businesses with communications needs.

Students can view course syllabus on the website at httpS://commsec.fullerton.edu/internship for a full understanding of the internship program. Applications are approved by the Communications Faculty Internship Coordinator (located at College Park 460-24) through the online site before a student registers with Titan. Deadlines for applications are March 15 (summer); May 15 (fall); October 15 (spring). Internship coursework must be completed within the term it is taken. Incompletes are discouraged. Students are encouraged to seek advice from the Communications Faculty Internship Coordinator (located at College Park 460-24) early in their academic career to gain the highest level of professional growth from their internship experience.

Students must meet the following prerequisites:

- Communications major
- Senior standing 2.25 GPA overall and in major
- Specific prerequisites for each area of concentration – which are NOT TO BE TAKEN CONCURRENTLY WITH THE INTERNSHIP. They include:

Advertising

Required: Communications 350, 351, 352, and 353.

Recommended: Communications 358.

Entertainment Studies

Required: Communications 346, 446.

Journalism

Required: Communications 203 and 338.

Recommended: Communications 334 and 335.

Photocommunications

Required: Communications 217, 319, and 321.

Recommended: Communications 326 or 409.

Public Relations

Required: Communications 361 and 362.

Recommended: Communications 358, 363, and 464.

Students with the equivalent of one year of full-time employment in the area of their concentration may petition out of the Internship by taking a different 400-level class approved by their faculty adviser. International students must obtain approval of the International Education and Exchange Office.

Students who do not meet the 2.25 GPA may be asked to petition out of the Communications 495 class and take a different 400 level class approved by their faculty adviser.

Applications and information can be obtained at the Department of Communications Internship Office in College Park 460-24.

COMMUNICATIONS MINORS

The department offers three options for a communications minor for students NOT majoring in communications. Students majoring in communications cannot minor in communications.

MINOR IN ADVERTISING

The minor in Advertising requires 21 units as follows:

Lower-Division (3 units)

Communications 233 Mass Communications in Modern Society (3)

Advertising courses (12 units)

Communications 350 Principles of Advertising (3)

Communications 352 Advertising Media (3)

Communications 353 Creative Strategy and Execution I (3)

Communications 451A, B or C Advertising Campaigns (3)

Electives (6 units)

Two adviser-approved courses from Communications 380, 407, 415T, 425, 450, 452, 453, 454, 455, 456 or 480.

MINOR IN JOURNALISM

The Minor in Journalism requires 21 units. Required Journalism courses for a Minor in Journalism, unlike the Minor in Advertising, must be taken in sequence. Each course builds upon the other. The three required journalism courses provide a core of information for beginning journalism students. Students can then specialize in print, broadcast or visual journalism. A stint on the *Daily Titan*, Communications 338 News Media Production, takes the place of an internship. However, students who will plan to purse a career in professional print journalism are encouraged - but not required - to obtain an internship before applying for a job.

Communications Core Requirements (6 units)

Communications 233 Mass Media in Modern Society (3)

Plus three units selected from: Communications 310, 407, or 425 (3)

Journalism Concentration Requirements (9 units)

Communications 101 Writing for the Mass Media (3)

Communications 203 Introduction to Visual Journalism Production (3)

Communications 338 News Media Production (3)

Electives (6 units)

Choose six units from one of the following specializations:

Print Journalism Track

Communications 201 Reporting for the Mass Media (3)

Plus three units selected from: Communications 332, 334, 335, 380, 434, 435, 436, 437, or 438T.

Broadcast Journalism Track

Communications 202 Writing Broadcast News (3)

Plus three units selected from: Communications 335, 371, 372, 380, 435, 436, or 438T.

Visual Journalism Track

Communications 319 Photojournalism (3)

Plus three units selected from: Communications 300, 332, 380, or 409.

MINOR IN PUBLIC RELATIONS

The minor in Public Relations offers students the opportunity to engage in a systematic program of study in the field of public relations, to complement their major field of study. The program requires 21 units.

Required Courses (15 units)

Communications 101 Writing for Mass Media (3)

Communications 233 Mass Communications in Modern Society (3)

Communications 361 Principles of Public Relations (3)

Communications 362 Public Relations Writing (3)

Communications 464 Public Relations Management (3)

Electives (6 units)

Two courses chosen from Communications 407, 410, 425, 465, 467, 468, 480 or 497.

MASTER OF ARTS IN COMMUNICATIONS

The degree is designed to provide advanced study in communications theory and research by integrating courses from these areas of study: advertising, entertainment, journalism and public relations.

The program prepares the graduate to apply advanced communications concepts, research and development skills, and relevant theories of communications media for a wide variety of purposes. These studies serve those whose careers involve the use of mediated messages to inform, instruct, and persuade as well as those seeking doctoral degrees. Course-work is highly applicable to a wide range of careers in business, industry, government, education, mass media, and entertainment.

Students completing the Master of Arts in Communications are eligible for journalism and communications teaching positions in community colleges.

Admission to Graduate Standing: Conditionally Classified

Normally, an applicant must meet grade-point average requirements of 3.0 in the undergraduate major and 2.75 in the last 60 semester units of undergraduate course work, meet the university requirements, and satisfactorily complete the Graduate Record Examination General Test prior to admission. Students must also submit three letters of recommendation and an essay (approximately 1000 words) outlining reasons for pursuing the master's degree. Consult the department graduate program adviser or the department Web site for details regarding additional admission requirements.

Application Deadlines

The deadline for completing online applications is March 1st for the following fall semester. Likewise, mailed applications need to be postmarked by March 1st. However, the deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/

Graduate Standing: Classified

A student admitted in conditionally classified standing may be granted classified standing upon the development of an approved study plan and satisfactory completion of prerequisite course work. Satisfactory

coursework or its equivalent in the following may be taken concurrently with degree requirements if not completed prior to classification:

(a) communications writing (Communications 201, 301, 351, 362)

(b) an introductory course in communications (Communications 233, 332, 350, 361)

(c) Communications 410 Principles of Communication Research (3)

Study Plan

The student is required to complete 30 units of approved studies with a minimum grade-point average of 3.0 including 21 units in 500-level communications courses. Six of the 21 units of 500-level courses may be a thesis; three units may be a project. The remaining units may be comprised of 400-level courses appropriate to the student's area of interest.

The candidate must develop a program of study in consultation with the graduate adviser of the Department of Communications. The candidate must plan the thesis or project topic with a committee. The committee includes at least two faculty members from the Department of Communications.

Study plan requirements include the following:

Core Courses (9 units)

Communications 500 Theory and Literature of Communications (3)

Communications 507 Communications Research Design and Analysis (3)

Communications 508 Humanistic Research in Communications (3)

OR Communications 509 Social Science Research in Communications (3)

400-500 Level Courses (21 units)

In consultation with the graduate adviser, students design a program of study that is tailored to their educational and career goals and integrates courses in advertising, journalism, pubic relations, and entertainment. Maximum 9 units of 400-level courses allowed.

Project/Thesis/Exam (0-6 units)

Communications 597 Project (3)

OR Communications 598 Thesis (6)

OR Comprehensive Exam

For further information and advisement, please consult the graduate program adviser or the department website.

COMMUNICATIONS COURSES

Courses are designated as COMM in the class schedule.

101 Writing for Mass Media (3)

Prerequisites: English 101 or equivalent with a grade of "C" (2.0) or better; typing ability. Principles and practices of writing for major types of mass communications media. Content, organization, conciseness, and clarity (2 hours lecture, 2 hours laboratory).

201 Reporting for Mass Media (3)

Prerequisite: Communications 101. Development of expertise in the use of news reporting techniques combined with development of ability to compose complex journalistic writing forms for possible publication. Students will be introduced to computer-assisted reporting. They will also write stories for the *Daily Titan*.

202 Writing Broadcast News (3)

Prerequisites: English 101 or equivalent with a grade of "C" (2.0) or better; Communications 101 or equivalent; typing ability. Intensive journalistic writing and reporting for radio and television. Emphasis on writing assignments for both audio and video tape media. Lecture/discussion of issues and responsibilities facing broadcast journalists.

203 Introduction to Visual Journalism Production (3)

Prerequisite: Communications 101. Photojournalism assignments (news, sports and features) will be completed with still and video cameras for print and World Wide Web presentations. Camera operation, shooting techniques, photo software, cut-line writing, video and audio production and editing, and Web homepage production.

217 Introduction to Photography (3)

Cameras, accessories, materials, exposure, image processing, printing, finishing, composition, filters, flash, studio techniques, and special subject treatments and applications. (2 hours lecture, 2 hours activity)

233 Mass Communication in Modern Society (3)

Prerequisite: completion of General Education Category III.C.1. Newspapers, magazines, films, radio, and television; their significance as social instruments and economic entities in modern society. (CAN JOUR 4)

300 Visual Communication (3)

Prerequisite: completion of General Education Categories III.B.1 or III.B.2. A social and cultural analysis of the meaning, production, and consumption of visual information in a modern media society. Still, moving, television, graphic design, cartoon, and computer images will be analyzed in terms of technical, commercial, and cultural considerations.

301 Writing for Broadcasting and Film (3)

Prerequisites: English 101 or equivalent with a grade of "C" (2.0) or better; typing ability. Theory and principles of writing in the broadcast and film media.

310 Mass Media Ethics (3)

Prerequisite: junior standing. The study of moral and professional conduct within various communications contexts. Examines cases involved with advertising, broadcast journalism, film, photojournalism, print journalism, public relations, television and the World Wide Web.

317 Multimedia Production (3)

Prerequisite: completion of General Education Category III.B.1 or III.B.2. A convergence in film/digital photography, communication design, streaming media, and web-page production for creative visual problem solving. Students apply new media techniques to real world problems through service learning or client-based projects.

319 Photojournalism (3)

Prerequisite: Communications 203 or 217. Photography for publication in print media. News, advertising, feature, sports, lifestyle, photo essay, and documentary applications. (2 hours lecture, 3 hours laboratory)

321 Advanced Color Photography (3)

Prerequisites: junior standing and Communications 319. Positive and negative color film processing, sensitometry, and color printing. Creative and effective use of color in publications photography. (2 hours lecture, 3 hours laboratory)

326 Communications Photography (3)

Prerequisites: junior standing and Communications 321. Photographs and photographic communications produced with the large format camera for the mass media, business, education, government, industry, and science. (2 hours lecture, 3 hours laboratory)

332 Editing and Design (3)

Prerequisite: Communications 201. Principles and practice of newspaper editing: copy improvement, headline writing, news photos and cutlines, wire services, typography, copy schedules and control, page design and layout, law, and ethics. (2 hours lecture, 3 hours laboratory)

333 Mass Media Effects (3)

Prerequisite: completion of General Education Category III.C.1. The course is intended to help students discover the role mass media communications play in all human activity with heavy emphasis on the effects of mass media on the political, social, and economic fabric of America.

334 Feature Article Writing (3)

Prerequisites: English 101 or equivalent with a grade of "C" (2.0) or better; and Communications 101 or equivalent. Nonfiction writing for newspapers and magazines; sources, methods and markets.

335 Public Affairs Reporting (3)

Prerequisites: English 101 or equivalent with a grade of "C" (2.0) or better; Communications 101 and either 201or 202; and junior standing. Communications 407 recommended. Reporting public interest news such as courts, education, finance, government, police, and urban problems.

338 News Media Production (3)

Prerequisites: Communications 201, 202. Members of the class constitute the editorial staff of the university newspaper and receive training in print, online, and magazine-style journalism. Meets four hours per week for critiques in news reporting, writing, editing, and makeup, followed by production. May be repeated for a maximum of six units of credit. (More than 9 hours laboratory)

340 Photography in Advertising and Public Relations (3)

Prerequisites: junior standing and Communications 326. Advertising and public relations photography. Materials and techniques for producing photographs with visual impact suitable for photo reproduction. Students will prepare a portfolio of photographs. (2 hours lecture, 3 hours activity)

346 Introduction to Entertainment and Tourism Studies (3)

Introduces students to the entertainment industry. Applies entertainment and persuasion theory. Offers learning about career opportunities in entertainment-related fields. Explores the tasks, skill sets, demands, and rewards associated with different entertainment professions. (Same as Theatre 346 and Business Administration 346)

350 Principles of Advertising (3)

This course explores the functions, strategies, ethics, technology, and media relevant to the advertising industry, as well as concepts in international, intercultural, and integrated marketing communication.

351 Writing for the Advertising Industry (3)

Prerequisite: English 101. This course develops written communications and critical thinking skills essential for success in all advertising related careers. Students learn to compose persuasive letters, reports, proposals, and news releases. Emphasis is placed on grammar and language skills. Students must achieve a "C" (2.0) or better to continue taking advertising courses.

352 Advertising Media (3)

Prerequisites: Communications 350 and junior standing. Planning, execution and control of advertising media programs. Basic data and characteristics of the media. Buying and selling process, techniques, and methods in media planning process. Audience measurement and media analysis.

353 Advertising Creative Strategy and Execution I (3)

Prerequisites: English 101, Communications 350, and junior standing. Writing of copy and layout of advertisements, based on study of sales appeals, attention factors, and illustrations. (2 hours lecture, 2 hours activity)

358 Graphics Communications (3)

Prerequisite: junior standing. Printing processes, publication formats, copy preparation, copy-fitting techniques, layout principles, paper selection, and distribution methods. (2 hours lecture, 2 hours activity)

361 Principles of Public Relations (3)

Prerequisite: junior standing. The social, behavioral, psychological, ethical, economic and political foundations of public relations, and the theories of public relations as a communications discipline.

362 Public Relations Writing (3)

Prerequisites: English 101 or equivalent with a grade of "C" (2.0) or better; Communications 101 or consent of instructor; typing ability; junior standing. Communications analysis, writing for business, industry and nonprofit organizations. Creating effective forms of public relations communication.

363 Desktop Publishing (3)

Prerequisite: completion of any one of Communications upper-division writing courses. Editing functions and techniques involved in creative development of publications for business, industry and nonprofit organizations and institutions, including magazines, newspapers, newsletters, and brochures.

371 Radio News Production (3)

Prerequisites: Communications 202 and 203. Writing, producing, planning, taping, editing, and evaluating radio news.

372 TV News Production (3)

Prerequisites: Communications 202 and 203. Writing, production, and evaluation of television news. Discussion of TV reporting techniques and problems. Students cover events and produce TV news in lab.

380 Web Design and Production (3)

Prerequisite: junior standing. Underlying design concepts and production techniques for creating World Wide Web multimedia presentations for educational lessons, commercial applications, and online publications.

407 Communications Law (3)

Prerequisites: Communications 233 and junior standing. The Anglo-American concept of freedom of speech and press; statutes and administrative regulations affecting freedom of information and publishing, advertising, and telecommunication. Libel and slander, rights in news and advertising, contempt, copyright, and invasion of privacy.

409 Advanced Photojournalism (3)

Prerequisite: Communications 321. Advanced press photography. Extensive use of cameras for photographic reporting; evaluation and preparation of pictures for publication. Field/laboratory experience in black and white and color. (2 hours lecture, 3 hours laboratory)

410 Principles of Communication Research (3)

Prerequisites: Communications 233 and junior standing. Research methods used to assess the effects of print, broadcast, and film communications on audience attitudes, opinions, knowledge, and behavior. Research design and data analysis in communications research.

415T Current Issues in Advertising (3)

Prerequisites: Communications 233, 350, or 361; permission of instructor. This course presents a variety of current advertising topics in all fields of communications. Professional problems, global issues, critical analysis, and special skills are presented to supplement the curriculum, and to enhance the understanding of, and appreciation for, advertising concepts. Not available for graduate degree credit.

422 Communications Technologies (3)

Prerequisite: Communications 233. Issues surrounding communications technologies. Covered are recent developments in technology, impact of government, industry and economic factors, historical overview, and implications for social change. Exposure to technological developments. Applications to all areas of mass communications.

425 History and Philosophy of American Mass Communication (3)

Prerequisites: Communications 233 and junior standing. American mass communication; newspapers and periodicals through radio and television; ideological, political, social, and economic aspects. Not available for graduate degree credit.

426 Global Media Systems (3)

Prerequisites: Communications 233 and junior standing. Major mass communication systems, both democratic and totalitarian, and the means by which news and propaganda are conveyed internationally.

434 Magazine Industry and Production (3)

Prerequisite: Communications 203. Students in this class will produce *Tusk*, the magazine of Cal State Fullerton, and learn about the dynamics of magazine production and the magazine industry. Students will work together in a professional setting to produce a high quality magazine.

435 Opinion Writing (3)

Prerequisites: English 101 or equivalent with a grade of "C" (2.0) or better, upper-division writing course, and junior standing. Techniques of editorial writing and opinion writing, including personal essays, for print, broadcast, and the Internet. The role of punditry in television news and on TV and radio talks shows, and how this might affect public perceptions of the media.

436 Reporting on the Entertainment Industry (3)

Prerequisite: Communications 201, 202. Development of expertise in reporting and writing on the entertainment industry. An understanding of the economics, business models, legal aspects, and culture of the industry.

437 Advanced Magazine Writing (3)

Prerequisites: Communications 334. Designed to give students practical experience in reporting and writing long, in-depth feature articles for professional magazines. Will cover the peculiarities of researching writing for specialized audiences and the business of freelancing. Includes techniques for improving clarity, cohesion, emphasis, and concision.

438T Specialized Reporting (3)

Prerequisite: Communications 201, 202. This varied topic course is designed to teach advanced reporting and writing skills in specialized areas. It will combine an awareness of techniques and resources with an abundance of writing models and field experiences.

446 Entertainment and Society (3)

Prerequisite: Communications 233; Communications 346 or Business Admin 346 or Theatre 346. In-depth exploration of the role of entertainment in modern society. Examines audience uses, motivations, and individual preferences for entertainment. Reviews theories and research regarding the form and function of entertainment and entertainment media.

447 Tourism and Travel (3)

Prerequisites: Communications 346, 350, or 361 or Management 339 or Marketing 351 or Theatre 200. This course examines the concepts, tools, and techniques necessary for understanding the tourism and travel industry and its promotional communications. Students explore the trends and issues of tourism and travel and the unique problems and opportunities of this field.

448T Entertainment Industry Studies (3)

Prerequisites: Communications 233; Communications 346 or Business Admin 346 or Theatre 346. Variable topics course that focuses on specific entertainment industries, issues, organizations, trends, and/or functions. May be repeated twice with a different topic.

449 Capstone in Entertainment and Tourism Studies (3)

Prerequisite: Communications 346 or equivalent. Prepares students for careers in the entertainment industry by combining theory with applied principles and analytical skills in examining and developing case studies. Students plan and execute their own campaigns and projects. (Same as Theatre 449 and Business Administration 449)

450 Advertising and Brand Communication Management (3)

Prerequisites: Communications 352 and 353. Theory and techniques for planning, directing and evaluating advertising and brand communication programs with emphasis on media-message strategies. Managerial approach with case studies to the solution of brand communications problems.

451A Advertising Campaigns — AAF Competition (3)

Prerequisites: Communications 352, 353, and consent of instructor. Advertising campaigns, including applied research, writing, and utilization of print and electronic mass media. Design of complete campaigns from idea to prediction readiness.

451B Advertising Campaigns — Local Focus (3)

Prerequisites: Communications 350, 352, 353. Advertising campaigns, including applied research, writing, and utilization of print and electronic mass media. Design of complete campaigns from idea to prediction readiness.

451C Advertising Campaigns — TitanCom Agency (3)

Prerequisites for Advertising majors – Communications 350, 352, 353; for Public Relations majors – Communications 361, 362. Advertising campaigns, including applied research, writing and utilization of print and electronic mass media. Design of complete campaigns from idea to prediction readiness.

452 Advanced Media Strategy and Tactics (3)

Prerequisite: Communications 352. This course is designed to offer students further education in advertising media. It integrates theories from related disciplines, such as communications, marketing, and psychology, to illustrate better ways to use media as a competitive tool in business.

453 Advertising Creative Strategy and Execution II (3)

Prerequisite: Communications 353. Advanced advertising projects involving application and execution of creative advertising strategies for mass media, including theory and practice of writing copy, and preparing comprehensive layouts and completed scripts. Group discussions, labs, and individual conferences.

454 Advertising Media Sales (3)

Prerequisites: Communications 350 and 353; or Communications 332 and either 217 or 358; or Marketing 351 and any 300-level graphics, layout or design course. Prepares students for careers in advertising media sales, including radio, television, newspaper, magazine, new media, and the Internet. Personal sales techniques and media sales strategies are presented for each medium.

455 Internet Advertising & Promotional Communications (3)

Prerequisites: Communications 350, 352 and 353. This course examines Internet advertising and marketing issues and ideas. Students learn to evaluate, develop, and execute Internet-based advertising and promotional campaigns.

456 Advertising Account Planning (3)

Prerequisites: Communications 353 and 410. Students learn to apply principles of research, consumer behavior and creative concept development to advertising and brand communication campaigns. Field study and case application facilitate the process of the planner's consumer advocacy function.

464 Public Relations Management (3)

Prerequisites: Communications 361, 362 and junior standing. Analysis of systems and strategies for planning public relations campaigns and solving/preventing problems. Individual, team case studies, in corporate development of proposals; actual use of tools in addition to role playing presentations to management.

465 Entertainment Public Relations (3)

Prerequisites: Communications 361; Communications 346 or Business Admin 346 or Theatre 346. This seminar focuses on public relations strategies and tactics as they are used in the entertainment industry including media relations, talent relations, special events, high visibility techniques, presentation, and dealing with adverse situations.

467 Public Relations Agency Seminar (3)

Prerequisites: Communications 101, 361 and junior standing. Seminar focuses on psychology and functions of client counseling, proposal writing, new business development, agency management, servicing clients, evaluation of methods, reporting results, and legal and ethical concerns.

468 Corporate and Nonprofit Public Relations (3)

Prerequisites: Communications 101 and 361. This seminar focuses on the public relations strategies and tactics used in today's increasingly sophisticated and maturing corporate and nonprofit marketplaces. This advanced course, which relies heavily on professional guest speakers and in-class simulations/exercises, encompasses a host of specific topics, such as fund raising, corporate and social responsibility, media relations, and technology and ethical issues.

472 Advanced Electronic News Production (3)

Prerequisite: Communications 372. Advanced news writing and production for television, radio and the web. Students will develop their electronic news production skills by working on "On the Edge," daily television, radio and web newscasts. (2 hours lecture, 3 hours lab.) May be repeated once for credit.

480 Persuasive Communications (3)

Prerequisites: Communications 233 and junior standing. Persuasive communications applied to mass communication. The communicator, audience, message content and structure, and social context in influencing attitudes, beliefs, and opinions.

495 Mass Media Internship (3)

Prerequisites: senior standing, communications major, 2.25 GPA overall and in major, and specific prerequisites for each concentration. Visit the website at: https://commsec.fullerton.edu/internship for further details. Supervised internship according to concentration. Selected from a wide variety of communications media, industries, agencies, and nonprofit organizations. Applications must be made through the department coordinator one semester prior to entering the program. See the department section titled "Internship Requirements" in this catalog or the internship website. (Credit/No Credit Only)

496 Student-to-Student Tutorial (1-3)

Prerequisites: consent of instructor and previous superior performance in a similar or equivalent course. Under faculty supervision, student provides tutorial assistance in a communications course. May involve small group demonstrations and discussions, individual tutoring and evaluation of student performance as appropriate. May be repeated to a maximum of four units either separately or in combination with Communications 499.

497T Event Planning and Management (3)

Prerequisite: one of Communications 346, 350, or 361 or Business Admin 301 or 346. Students learn to plan, produce and promote public events to meet communication objectives. Hands-on applications to COMM Week, film festivals or other events. May be repeated once for extra elective units only.

499 Independent Study (1-3)

Prerequisite: consent of department chair. Individually supervised mass media projects and research on campus and in the community. May involve newspaper and magazine publishers, radio and television stations, and public relations agencies. May be repeated up to a maximum of four units either separately or in combination with Communications 496.

500 Theory and Literature of Communications (3)

Prerequisite: conditional classified status. Theories and research on communication processes and effects; source, media, message, audience, and content variables; types, sources and uses of communication literature. Graduate seminar.

507 Communications Research Design and Analysis (3)

Prerequisite or co-requisite: Communications 500. This course develops a working knowledge of data collection and analysis techniques in both quantitative and qualitative research methods. The material and presentation are developed for practical application to all professional fields of communication.

508 Humanistic Research in Communications (3)

Prerequisites: Communications 410, 507 (may be taken concurrently) and classified status. Humanistic methods of study in communications: historical research and critical analysis applied to problems, issues, and creative works in communication. Graduate seminar.

509 Social Science Research in Communications (3)

Prerequisites: Communications 410, 507 (may be taken concurrently) and classified status. Social-scientific research design and analysis and the study of communication processes and effects. Graduate seminar.

515T Professional Problems in Specialized Fields (3)

Prerequisite: Communications 500. Selected topics and issues in the field of mass communications. Subjects vary each semester. May be repeated with a different topic.

516 Media Audience Behavior (3)

Communications 500. This course provides in-depth analysis of the types, attitudes, and behaviors of media audiences. Theories from psychology, marketing, anthropology, and communications are integrated for comprehensive understanding of why people consume media and performance. Appropriate for all communications disciplines.

517 Ethical Problems of the Mass Media (3)

Prerequisite: Communications 500. This course will study criticisms of specific functions of the mass media and public relations. The course will consist of three sections: the history of criticism; problem areas of the media; and practitioner response to criticism.

518 Public Relations Theory (3)

Prerequisite: Communications 500. This graduate seminar explores cutting edge communication and organizational theories and vital emerging issues influencing the field of public relations. Special focus will be on contemporary public relations models and practitioner roles.

519 Communications and Governance in America (3)

Prerequisite: Communications 500. The course will study relationships between systems of communications, particularly new communication technologies, and governmental institutions and processes within the American setting. It will explore how technological change relates to patterns of decision-making, management, and the content and flow of information among public officials.

520A News-Editorial (3)

Prerequisites: Communications 500 and six units of study-plan courses in area of specialization; Communications 518 is an additional prerequisite for C. Under supervision of a faculty member, students plan, design, conduct, and evaluate a team project in their field of specialization.

520B TV/Film (3)

Prerequisites: Communications 500 and six units of study-plan courses in area of specialization; Communications 518 is an additional prerequisite for C. Under supervision of a faculty member, students plan, design, conduct, and evaluate a team project in their field of specialization.

520C Public Relations (3)

Prerequisites: Communications 500 and six units of study-plan courses in area of specialization; Communications 518 is an additional prerequisite for C. Under supervision of a faculty member, students plan, design, conduct, and evaluate a team project in their field of specialization.

525 Advanced Communications Management (3)

Prerequisite: Communications 500. The course is designed to provide the student with an up-to-date assessment of general management and communications management techniques, and to help equip the student for management positions in advertising, journalism, public relations, and broadcasting.

527 Politics and Mass Media (3)

Prerequisite: Communications 500. Study of the nature of the relationship between the mass media and politics. Particular attention to the role and impact of the mass media in political election campaigns and policy making.

530 Communications Technologies (3)

Prerequisite: Communications 500. Seminar in emerging communications technologies which are transforming professional practices associated with various communications industries. Course deals with recent technological developments, corporate and government policies affecting their use, and social consequences of current and projected applications.

534 American Media History (3)

Prerequisite: Communications 500. This seminar will focus on the history of the American Mass Media from McCarthy to the present. It is a period which marked the birth of television and the maturation of investigative journalism in shaping American attitudes about government and society.

536 International Communications (3)

Prerequisite: Communications 500. Comparative examination of communications policies and practices in different national settings. The course provides future practitioners with an understanding of cross-national variations in communication policies and how they shape communication industries and practices.

541 Film Criticism (3)

Prerequisite: Communications 500. This graduate foundation course in screenwriting examines methods of evaluating and critiquing motion picture screenplays and films for a variety of Hollywood genres.

550 Advertising in Modern Society (3)

Prerequisite: Communications 500. Assessing the impact of advertising on society, the culture and economy. Philosophical rather than technical examinations of critical issues and problems such as economic and social effects of advertising, effects of value and life styles, ethics and regulation.

595 Graduate Mass Media Internship (3)

Prerequisites: Communications 500 and Communications 508 or 509, and consent of graduate adviser. Supervised practical work experience with media outlets, advertising and promotion agencies, public relations firms, film companies, etc. Involves cooperative efforts of both the departmental faculty and employers. Exposure to current and innovative techniques in research, management and creative activities while offering practical experience.

597 Project (3)

Prerequisite: Consent of graduate coordinator. Completion of creative project in a sequence beyond regularly offered course work.

598 Thesis (3 or 6)

Prerequisite: Consent of graduate coordinator. Completion of a thesis in a sequence beyond regularly offered course work

599 Independent Graduate Research (1-3)

Prerequisite: consent of graduate coordinator. Individually supervised mass media projects or research for graduate students. May be repeated.



Comparative Religion

College of Humanities and Social Sciences

INTRODUCTION

Comparative Religion examines the spiritual quest of humankind, especially as it has manifested itself in the world's living religions. These include Hinduism, Buddhism, Sikhism, Judaism, Christianity, Islam, and other less familiar traditions. No other academic field looks at the origins, sacred writings, rituals, beliefs and world views of the various religions for their own sake rather than as an aspect of another field of study.

Within a public university, religion must be approached with academic objectivity and without favoritism for any one tradition. Yet, religion must also be studied with sensitivity and empathy for the millions of believers whose lives are shaped by their faith. Comparative Religion is also an interdisciplinary field which draws on the work of social scientists, historians, philosophers, and literary scholars in attempting to understand the religious quest. Hence, studying religious traditions develops habits of mind that are very important for life in our multicultural society. Furthermore, a familiarity with the world's religions is necessary for an understanding of church-state issues in America and of geo-political conflicts in South Asia, the Middle East, and elsewhere.

The Bachelor of Arts in Religious Studies is designed for those who (1) want a humanities undergraduate background focusing on religion as a preparation for further study in such fields as education, law, social work, counseling and government service; (2) wish to pursue graduate studies in religion with the aim of teaching and/or doing research in the subject; (3) are considering a career in various religious ministries or in religious education.

Because the major consists of 36 units of course work (less than some other fields), it may be possible to add a second major in, for example, Communications, History, Human Services or Philosophy. Such double majors may strengthen a student's job preparation or background for graduate studies.

Minors in religion are offered in three areas depending on a student's particular interest: Religious Studies (comparative emphasis), Christian Studies (an emphasis on Christianity in its many forms), and Jewish Studies (an emphasis on the Judaic tradition).

Awards in Comparative Religion

Two graduating seniors are recognized each year with the James O'Shea/Joseph Kalir Award for Outstanding Scholarship by a graduating senior and the James Parkes/Morton Fierman Award for Student Achievement (for service to the department and university and/or for interfaith work within and outside the university). The Donald Gard Award is given annually to a non-graduating Religious Studies major for academic achievement. In addition, the Althea and Robert McLaren Award recognizes the student (majoring or minoring in religious studies) judged to have written the outstanding essay in a Comparative Religion class in a particular year.

International Learning Opportunities in Comparative Religion

The Religious Studies major within the Department of Comparative Religion requires the study of the world's religions, thereby necessitating an examination of religion in other cultural and national settings. This is particularly true of courses dealing with Asian religions such as Hinduism and Buddhism, and a predominantly Middle Eastern faith—Islam. Moreover, the Department encourages students to study abroad. See the department chair or undergraduate adviser if interested.

Graduate Study

The department works cooperatively with the Department of Religion in the Claremont Graduate School. Please contact the chair or undergraduate adviser about specific cooperative arrangements.

DEPARTMENT CHAIR

Benjamin Hubbard

DEPARTMENT OFFICE

Education Classroom 622

DEPARTMENT WEBSITE

http://hss.fullerton.edu/comparative

PROGRAMS OFFERED

Bachelor of Arts in Religious Studies

Minor in Religious Studies

Minor in Christian Studies

Minor in Jewish Studies

FACULTY

Benjamin Hubbard, Paul Levesque, James Santucci, Jeanette Reedy Solano, Bradley Starr

ADVISERS

All programs: James Santucci and Paul Levesque

BACHELOR OF ARTS IN RELIGIOUS STUDIES

The Bachelor of Arts in Religious Studies requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives. The religious studies major consists of 36 units. Courses from other colleges and departments may be acceptable for the major upon consultation with the departmental adviser. Each course counted toward the major must be completed with a grade of "C" (2.0) or higher.

Lower-Division Requirements (9 units)

Introduction to the Study of Religion (3 units)

Comparative Religion 105 Religion and the Quest for Meaning (3)

Comparative Religion 110 Religions of the World (3)

Introduction to Western Religious Traditions (3 units)

Comparative Religion 200 Introduction to Christianity (3)

Comparative Religion 201 Origins of the New Testament (3)

Comparative Religion 210 Introduction to Judaism (3)

Comparative Religion 250 The Religion of Islam (3)

Introduction to Non-Western Religious Traditions (3 units)

Comparative Religion 270T Introduction to the Asian Religions (3)

Comparative Religion 280 Introduction to Buddhism (3)

Upper-Division Requirements (27 units)

Core Requirements (6 units)

Comparative Religion 300 Methods of Studying Religion (3)

Comparative Religion 485T Major Religious Thinkers and Concepts (3)*

The Development of Western Religious Thought (6 units)

Comparative Religion 345A History and Development of Early Christian Thought (3)

Comparative Religion 345B History and Development of Modern Christian Thought (3)

Comparative Religion 346A History and Development of Jewish Thought: Biblical and Rabbinical Eras (3)

Comparative Religion 346B History and Development of Jewish Thought: Medieval and Modern Eras (3)

Comparative Religion 349A History and Development of Islamic Thought: The Beginning to 1258 (3)

Comparative Religion 349B History and Development of Islamic Thought: 1259 to Modern Times (3)

Comparative Religion 350T Major Christian Traditions (3)

History/Comparative Religion 405 History of the Jews (3)

History/Comparative Religion 406 The Holocaust (3)

History/Comparative Religion 417B Roman Empire (3)

History 420 The Byzantine Empire (3)

History/Comparative Religion 421A History of the Christian Church to the Reformation (1517) (3)

History/Comparative Religion 421B History of the Christian Church from the Reformation to the Present (3)

History/Comparative Religion 425B The Reformation (3)

History/Comparative Religion 466A Islamic Civilization: Arab Era (3)

History/Comparative Religion 466B Islamic Civilization: Imperial Age (3)

History/Comparative Religion 483 American Religious History (3)

The Development of Non-Western Religious Thought (6 units)

Afro-Ethnic/Comparative Religion 325 African American Religions and Spirituality (3)

Comparative Religion 337 American Indian Religions and Philosophy (3)

Comparative Religion 347A Hindu Tradition to 400 B.C.E. (3)

Comparative Religion 347B Hindu Tradition from 400 B.C.E. (3)

Philosophy 350 Asian Philosophy (3)

Comparative Religion 354T Topics in Buddhism (3)

Comparative Religion 370 New Religious Movements in the U.S.A. (3)

History/Comparative Religion 465A History of India (3)

History/Comparative Religion 465B History of India (3)

The Experience of Religion (6 units)

Comparative Religion 305 Contemporary Practices of the World's Religions (3)

Comp Lit/Comparative Religion 312 The Bible as Literature (3)

Comparative Religion 335 Judaism, Christianity, and Islam Compared (3)

Philosophy/Comparative Religion 348 Philosophy of Religion (3)

Comparative Religion 358 Comparative Mysticism (3)

Comparative Religion 367 Latino/a Spirituality and Religion (3)

Comparative Religion 380 The Religious Roots of Nonviolence (3)

Comparative Religion 381 Religion and Politics in the United States (3)

Comparative Religion 397 Religion and Science (3)

Comparative Religion 400 Religion, the Media, and Contemporary Culture (3)

Sociology/Comparative Religion 458 Sociology of Religious Behavior (3)

Textual Studies (3)

Comparative Religion 330T Hebrew Scriptural Studies (3)

Comparative Religion 331T New Testament Studies (3)

Comparative Religion 401T Studies in Religious Texts (3)

Writing Requirement

The course requirement of the university upper-division baccalaureate writing course is met through Comparative Religion 485T. It is highly recommended that students majoring in Religious Studies pursue the study of classical languages such as Arabic, Greek, Hebrew, Latin, and Sanskrit when such languages are offered.

Second Language Graduation Requirement

Students in the Bachelor of Arts in Religious Studies program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second

*May be taken only after completion of 15 units in Comparative Religion, including Comparative Religion 105 or 110 and 300, and junior standing.

language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN RELIGIOUS STUDIES

Students minoring in Religious Studies are required to take 21 units in Comparative Religion, distributed as follows:

Lower-Division Requirements (9 units)

Introduction to the Study of Religion (3 units)

Comparative Religion 105 Religion and the Quest for Meaning (3)

Comparative Religion 110 Religions of the World (3)

Introduction to Western Religious Traditions (3 units)

Comparative Religion 200 Introduction to Christianity (3)

Comparative Religion 201 Origins of the New Testament (3)

Comparative Religion 210 Introduction to Judaism (3)

Comparative Religion 250 The Religion of Islam (3)



Introduction to Non-western Religious Traditions (3 units

Comparative Religion 270T Introduction to the Asian Religions (3)

Comparative Religion 280 Introduction to Buddhism (3)

Upper Division (12 units)

Core Requirements (3 units)

Comparative Religion 300 Methods of Studying Religion (3)

Elective Courses (9 units)

Any nine units of upper-division courses in Comparative Religion. It is highly recommended that students minoring in Religious Studies pursue the study of classical languages such as Arabic, Greek, Hebrew, Latin, and Sanskrit when such courses are offered.

MINOR IN CHRISTIAN STUDIES

Students minoring in Christian Studies are required to take 21 units, distributed as follows:

Required Courses (12 units)

Comparative Religion 200 Introduction to Christianity (3)

Comparative Religion 300 Methods of Studying Religion (3)

Comparative Religion 345A History and Development of Early Christian Thought (3)

Comparative Religion 345B History and Development of Modern Christian Thought (3)

Elective Courses (9 units)

Comparative Religion 201 Origins of the New Testament (3)

Comp Lit/Comparative Religion 312 The Bible as Literature (3)

Afro Ethnic/Comparative Religion 325 African-American Religions and Spirituality (3)

Comparative Religion 331T New Testament Studies (3)

Comparative Religion 335 Judaism, Christianity, and Islam Compared (3)

Comparative Religion 350T Major Christian Traditions (3)

Comparative Religion 358 Comparative Mysticism (3)

Comparative Religion 367 Latino/a Spirituality and Religion (3)

Comparative Religion 380 The Religious Roots of Nonviolence (3)

Comparative Religion 381 Religion and Politics in the United States (3)

Comparative Religion 400 Religion, the Media, and Contemporary Culture (3)

Comparative Religion 401T Studies in Religious Texts* (3)

History/Comparative Religion 417B Roman Empire (3)

History 420 The Byzantine Empire (3)

History/Comparative Religion 421A History of the Christian Church to the Reformation (1517) (3)

History/Comparative Religion 421B History of the Christian Church from the Reformation to the Present (3)

History/Comparative Religion 425B The Reformation (3)

Sociology/Comparative Religion 458 Sociology of Religious Behavior (3)

History/Comparative Religion 483 American Religious History (3)

Comparative Religion 485T Major Religious Thinkers and Concepts (3)*

Comparative Religion 499 Independent Study (3)*

It is highly recommended that students minoring in Christian Studies pursue the study of classical languages such as Greek, Hebrew, and Latin when such courses are offered.

*When content pertains to the Christian tradition.

MINOR IN JEWISH STUDIES

Students minoring in Jewish Studies are required to take 21 units, distributed as follows:

Required Courses (12 units)

Comparative Religion 210 Introduction to Judaism (3)

Comparative Religion 300 Methods of Studying Religion (3)

Comparative Religion 346A History and Development of Jewish Thought: Biblical and Rabbinical Eras (3)

Comparative Religion 346B History and Development of Jewish Thought: Medieval and Modern Eras (3)

Elective Courses (9 units)

Comp Lit/Comparative Religion 312 The Bible as Literature (3)

Comparative Religion 330T Hebrew Scriptural Studies (3)

Comparative Religion 335 Judaism, Christianity, and Islam Compared (3)

Comparative Religion 358 Comparative Mysticism (3)

Comparative Religion 380 The Religious Roots of Nonviolence (3)

Comparative Religion 381 Religion and Politics in the United States (3)

Comparative Religion 400 Religion, the Media, and Contemporary Culture (3)

Comparative Religion 401T Studies in Religious Texts* (3)

History/Comparative Religion 405 History of the Jews (3)

History/Comparative Religion 406 The Holocaust (3)

Sociology/Comparative Religion 458 Sociology of Religious Behavior (3)

History 467 The Middle East in the 19th Century (3)

History 468 The Middle East in the 20th Century (3)

Comparative Religion 485T Major Religious Thinkers and Concepts (3)*

Comparative Religion 499 Independent Study (1-3)*

*When content pertains to the Jewish tradition.

COMPARATIVE RELIGION COURSES

Courses are designated as CPRL in the class schedule.

105 Religion and the Quest for Meaning (3)

Inquiry into the nature of religious experience as the human pursuit of meaning and transcendence, exploring its central themes, phenomena, and questions; its principal types of figures and communities; and its major categories of sacred rituals, objects, seasons, and places.

110 Religions of the World (3)

An introduction to at least five religious world views from an historical and comparative perspective, with descriptive analysis of their belief system, moral code, and symbolic rituals: Judaism, Christianity, Islam, Hinduism, and Buddhism. (Same as Philosophy 110)

200 Introduction to Christianity (3)

An overview of the Christian tradition including Orthodox, Roman Catholic and Protestant expressions. Foundational councils, creeds, scriptures, ideas, and worship styles are profiled.

201 Origins of the New Testament (3)

The sources and content of the New Testament writings which reflect the life and beliefs of the Christians in the first century of the Common Era, including literary and historical criticism.

210 Introduction to Judaism (3)

The Jewish tradition—its scriptures, laws, customs, holidays and world view in their historical setting.

246A Basic Hatha Yoga (2)

(Same as Kinesiology 246A)

246B Intermediate Hatha Yoga (2)

(Same as Kinesiology 246B.)

250 The Religion of Islam (3)

The religion of Islam, its background and main teachings: the rise of Islam; the caliphate; Islamic theology, teachings, mysticism and philosophy.

270T Introduction to the Asian Religions (3)

The main teachings of a major South Asian, Far Eastern, or "Oriental" religion per semester. Such religions as Jainism, Hinduism, Taoism, Shintoism, and Zoroastrianism will be discussed. May be repeated for credit with different subject matter.

280 Introduction to Buddhism (3)

Introduction to the origins and development of Buddhism. Included in the course will be a discussion of the major teachings found in all traditions of Buddhism, the three major traditions of Buddhism, and the position of Buddhism in the U.S.

300 Methods of Studying Religion (3)

Prerequisite: Comparative Religion 110 or consent of instructor. The academic study of religion to include the definition, functions and varieties of religion; the methods used to study it; and key figures who have shaped the development of this discipline.

301 Sanskrit (3)

(Same as Linguistics 301)

305 Contemporary Practices of the World's Religions (3)

Prerequisite: any one of the following: Anthropology 100, History 110A, Comparative Religion 105, or Comparative Religion 110. A comparative study of how the beliefs, practices and moral codes of the world's major religions influence the way nations and individuals behave in the spheres of daily life, culture, ethics, business and politics.

312 The Bible as Literature (3)

(Same as Comp Lit 312)

325 African-American Religions and Spirituality (3)

(Same as Afro Ethnic Studies 325)

330T Hebrew Scriptural Studies (3)

Specific areas of Hebrew Scriptures such as major and minor prophets, Psalms, values of wisdom writers, books of the Old Testament. May be repeated for credit with different subject content.

331T New Testament Studies (3)

Specific areas of the New Testament such as the Synoptic Gospels, the Pauline Corpus, the Johannine Corpus, etc. May be repeated for credit with different subject matter.

335 Judaism, Christianity and Islam Compared (3)

A comparative study of the three great monotheistic traditions, Judaism, Christianity, and Islam; their beliefs, practices, and structures.

337 American Indian Religions and Philosophy (3)

(Same as Afro Ethnic Studies 337)

345A History and Development of Early Christian Thought (3)

Prerequisite: completion of the General Education Categories III.B.1 and III.B.2. A historical study of the diversity of Christian beliefs, movements, and key figures from New Testament times to the late Middle Ages, including such topics as important creeds and councils, spiritual movements, and central figures such as Augustine and Aquinas.

345B History and Development of Modern Christian Thought (3)

Prerequisite: completion of the General Education Categories III.B.1 and III.B.2. A historical study of the diversity of Christian beliefs, movements, and key figures from the late Middle Ages to the present, including such topics as the context and thinkers of the Reformation era, post-Reformation controversies, and recent debates and trends.

346A History and Development of Jewish Thought: Biblical and Rabbinical Eras (3)

Prerequisite: completion of General Education Categories III.B.1 and III.B.2. A study of the Hebrew Scriptures in their historical context, of the development of rabbinical Judaism and the Talmud, and of Judaism in the Christian and Muslim worlds down to the close of the Spanish "Golden Age" (1150).

346B History and Development of Jewish Thought: Medieval and Modern Eras (3)

Prerequisite: completion of General Education Categories III.B.1 and III.B.2. A study of Maimonides' legacy, the impact of mysticism, the rise of anti-Semitism, the emancipation of European Jews, the Holocaust, Israel's founding and history, and the contributions of Jews to American culture.

347A Hindu Tradition to 400 B.C.E. (3)

Prerequisites: Comparative Religion/Philosophy 110 or completion of General Education Category III.B.2. Hindu thought in its earliest period. Subjects will include an overview of Vedic literature, especially its religious content and the major rituals of the early Veda; philosophical developments in the Upanisads or later Veda; and related sacred writings.

347B Hindu Tradition from 400 B.C.E. (3)

Prerequisite: Comparative Religion 105 or 110 or completion of General Education Category III.B.2. Hindu thought after the Vedic period. Subjects will include the beginnings of Hindu philosophies, classical Hindu practice, devotionalism, modern or neo-Hindu groups appearing in the nineteenth century, and the contributions of thinkers such as Ramakrishna and Gandhi.

348 Philosophy of Religion (3)

(Same as Philosophy 348)

349A History and Development of Islamic Thought: The Beginning to 1258 (3)

Prerequisites: Comparative Religion 105, 110 or 250 or equivalent. Islamic theology, law, culture, and spirituality up to the close of the classical period in 1258. Interpretation of the Qur'an, formation of Hadith literature, development of Islamic law, divisions within Islam, rise of mysticism, contributions to science and art.

349B History and Development of Islamic Thought: 1259 to Modern Times (3)

Prerequisites: Comparative Religion 105, 110 or 250 or equivalent. Islamic thought from the close of the classical period to the present, with emphasis on twentieth century developments. Emergence of modern Middle East, reform movements, Islamic response to nationalism and modernity, recent Islamic resurgence.

350T Major Christian Traditions (3)

Catholicism, Protestantism, Eastern Christianity, or Post-Reformation Communities; historical development and self-understanding, liturgy, creeds, moral norms, canon laws and outstanding figures. May be repeated for credit with different content.

354T Topics in Buddhism (3)

Prerequisites: Comparative Religion 105, 110 or 280. A historical survey of Buddhist doctrines, schools, and practices in a particular region or regions which are: South Asia, Tibet, China, Japan, Korea, and Southeast Asia. May be repeated for credit with different content. (Same as Philosophy 354T)

358 Comparative Mysticism (3)

Prerequisite: Comparative Religion 105, 110 or equivalent. A comparative survey of mysticism as a recurring phenomenon within major religious traditions. Included are selected writings and representative male and female figures, analyzed from philosophical and psychological viewpoints. Definitions, terms, metaphors, techniques, and stages of the mystical experience.

367 Latino/a Spirituality and Religion (3)

Prerequisite: completion of General Education Category III B.2. Both national and international expressions of Latino/a religiosity—from popular religion to Marian devotion to curanderismo—are explored through film, historical documents, poetry, theology, art, sociology and ethnic studies. (Same as Chicana/o 367)

370 New Religious Movements in the U.S.A. (3)

Beliefs, history, ritual and organizational make-up of non-traditional modern religions in America, such as Scientology, the Unification Church, Hare Krishna (ISKCON) and Rajneeshism as presented by guest speakers. Discussion of "cult," "sect" and the occult will comprise portion of course.

380 The Religious Roots of Nonviolence (3)

Prerequisites: Comparative Religion 105, 110 or consent of instructor. An investigation of the foundations of nonviolence as taught within the major religious traditions: Judaism, Christianity, Islam, Hinduism, and Buddhism.

381 Religion and Politics in the United States (Formerly 481) (3)

Prerequisite: completion of General Education Category III.C.1. An examination of the relationship of politics and religion, especially in the U.S. The colonial and constitutional experience, Supreme Court decisions on religious issues, the principal theorists of moral discourse in the public forum, contemporary issues of concern. (Same as Political Science 381)

397 Religion and Science (3)

Prerequisite: completion of the General Education Category III.A.2 and III.B.2 or instructor's consent. An examination of the historical and contemporary interaction of religion and science through a study of religious thought and scientific method. Topics will include the scientific revolution, evolutionary theory and Quantum physics as these relate to religious faith.

400 Religion, the Media, and Contemporary Culture (3)

Prerequisite: American Studies 201 or Communications 233 or History 180 or Comparative Religion 105, 110 or consent of instructor. Religion reporting in the secular media; the religious press in America; the influence of the media, both secular and religious, on the shaping of society's values; ethical dilemmas faced by reporters.

401T Studies in Religious Texts (3)

Prerequisites: Comparative Religion 105, 110 or consent of instructor. The study and interpretation of a selected portion of the scriptures of a particular religion, for example, the Hebrew Bible/Old Testament, the New Testament, the Qur'an, the Veda, the Pali Canon.

405 History of the Jews (3)

(Same as History 405)

406 The Holocaust (3)

(Same as History 406)

417B Roman Empire (3)

(Same as History 417B)

421A History of the Christian Church to the Reformation (1517) (3)

(Same as History 421A)

421B History of the Christian Church From the Reformation to the Present (3)

(Same as History 421B)

425B The Reformation (3)

(Same as History 425B)

458 Sociology of Religious Behavior (3)

(Same as Sociology 458)

465A History of India (3)

(Same as History 465A)

465B History of India (3)

(Same as History 465B)

466A Islamic Civilization: Arab Era (3)

(Same as History 466A)

466B Islamic Civilization: Imperial Age (3)

(Same as History 466B)

483 American Religious History (3)

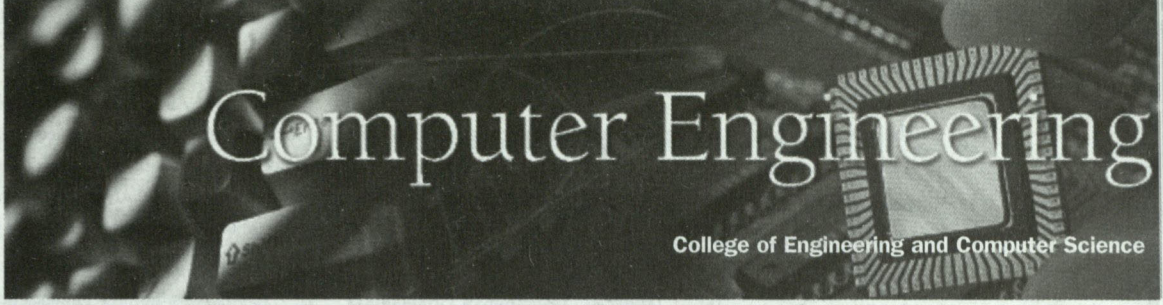
(Same as History 483)

485T Major Religious Thinkers and Concepts (3)

Prerequisites: fifteen units in Comparative Religion, including Comparative Religion 105 or 110 and 300, and junior standing or approval of undergraduate adviser. Religious thinkers and concepts dealing with Western, Eastern and non-traditional religious ideas from ancient to modern times. Fulfills university upper-division baccalaureate writing requirement. May be repeated with different content.

499 Independent Study (1-3)

Supervised research projects in Comparative Religion to be taken with consent of instructor and the department chair. May be repeated for credit.



Computer Engineering

College of Engineering and Computer Science

INTRODUCTION

The undergraduate program in Computer Engineering at CSUF provides students with a strong theoretical and practical background in computer hardware and the software aspects of computer-based systems, along with the engineering analysis, design, and implementation skills necessary to work between the two. The curriculum is based on an engineering philosophy, with emphasis on hardware more than software. The topics integrated into the curriculum include digital systems, computer organization and architecture, processor interfacing techniques, VHDL design, advanced electronics, and embedded system design. The 12 units of elective courses required by the program allow students to specialize in key engineering technology and computer science areas. The program also requires two semesters of multidisciplinary senior design project. The computer engineering program is designed to develop an ability to apply design and analysis knowledge to the practice of computer engineering in an effective and professional manner.

The proliferation of embedded systems in an increasing array of industrial products assures a ready market for graduates in the computer engineering discipline. Computer engineers are employed in a wide range of industries including VLSI chip design and manufacturing, autonomous systems, consumer electronics, expert systems, smart devices, digital signal processing (DSP) systems, computer manufacturing from PDAs to super computers, and automatic controls. A majority of products such as airplanes, automobiles, home appliances, consumer electronics, robots etc. use computers and employ computer engineers in their designs. Computer engineers are also needed in the design and implementation of computer networks for business, industrial, and governmental institutions.

The Computer Engineering program at CSUF meets current accreditation requirements of the Accreditation Board for Engineering and Technology (ABET).

COMPUTER ENGINEERING PROGRAM MISSION STATEMENT

The undergraduate program in Computer Engineering is committed to providing students with a strong theoretical and practical understanding in both the hardware and software aspects of computer-based systems, along with the engineering analysis, design, and implementation skills necessary to solve problems using computer engineering principles and techniques. The program prepares students for productive, dynamic, and rewarding careers in computer engineering and for entry into graduate programs.

PROGRAM EDUCATIONAL OBJECTIVES

The Computer Engineering program has established the following educational objectives:

1. To provide students with a strong theoretical and practical background in computer hardware and the software aspects of computer-based systems, along with the engineering analysis, design, and implementation skills necessary to work between the two.
2. To develop in our students an ability to apply design and analysis knowledge to the practice of computer engineering in an effective and professional manner.
3. To prepare students for the modern engineering work environment by developing skills for effective communication and an ability to function successfully on interdisciplinary teams.
4. To impart in students an understanding of the need for and an ability to engage in life-long learning
5. To instill in our students an understanding of their professional, social, and ethical responsibilities.

PROGRAM COORDINATOR

Susamma Barua

PROGRAM OFFICE

Computer Science 106

PROGRAM WEBSITE

http://www.fullerton.edu/ecs

PROGRAM OFFERED

Bachelor of Science in Computer Engineering

PROGRAM FACULTY

Susamma Barua, Bin Cong, Mohinder Grewal, Jesus Tuazon, and Raman Unnikrishnan

PROGRAM OUTCOMES

The learning outcomes for the Computer Engineering program are:

1. An ability to apply knowledge of mathematics, science, and engineering to the analysis of computer engineering problems.
2. An ability to design and conduct scientific and engineering experiments, as well as to analyze and interpret data.
3. An ability to design a digital hardware system (including computers, communication systems, and embedded systems), component, or process to meet design requirements.
4. An ability to function as a member of a multidisciplinary team.
5. An ability to identify, formulate, and solve computer engineering problems.
6. An understanding of professional and ethical responsibilities of computer engineers.
7. An ability to communicate effectively through written reports and oral presentations.
8. A broad education necessary to understand the impact of engineering solutions in a global and societal context.
9. A recognition of the need for and an ability to engage in life-long learning.
10. A knowledge of contemporary technical issues.
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

BACHELOR OF SCIENCE IN COMPUTER ENGINEERING

Entering freshmen should have a preparation which includes two years of algebra, geometry, trigonometry, and one year of physics. Students deficient in mathematics or physics must take special preparatory courses, i.e., Mathematics 125 or Physics 115, which will not carry credit for the degree. (See also the Undergraduate Students Section of the University Catalog for Statewide Placement Tests and requirements.)

The degree program assumes that the student has already obtained a working knowledge of at least one high-level programming language such as C++ and a working knowledge of personal computing fundamentals and applications, including word processing, spreadsheets, database systems, e-mail systems, the World Wide Web, and presentation graphics. Students without this knowledge may be required to take up to seven additional units of course work beyond those normally required. These additional seven units will not carry credit for the degree.

129 units are required for the Bachelor of Science degree in Computer Engineering. These 129 units include 53 units of required courses in computer engineering/computer science/electrical engineering/general engineering, 12 units of elective courses in computer engineering/computer science/electrical engineering, 34 units of foundation courses in mathematics and science, and 49 units of courses (30 unduplicated units) in General Education.

Courses taken toward the major or toward the requirements in related fields must be taken on a traditional (letter grade) basis, unless the course is offered only on a non-traditional (credit/no credit) basis, or if the course is passed by a challenge examination. Students must maintain at least a 2.0 grade point average, in all college-level units attempted, in all units attempted at CSUF, and in all units attempted in the major. All mathematics and physical science courses required for the degree must be completed with at least a "C minus" (1.7) grade to count as prerequisite courses to engineering courses or as credit towards the degree. All courses in the major must be passed with a "C minus" (1.7) or better.

Placement Examination

Before entry into the courses, EGCP 180 and Comp Sci 131, required by the major, the student is required to take the Computer Science placement examination or complete the required prerequisite courses.

Computer Engineering Core (53 units)

Comp Sci 131 Data Structures Concepts (3)

Comp Sci 231 File System Concepts (3)

Comp Sci 253U Workshop in UNIX (1)

Comp Sci 351 Operating Systems Concepts (3)

EGCP 180 Digital Logic and Computer Structures (3)

EGCP 280 Microcontrollers (3)

EGCP 281 Designing with VHDL (2)

EGCP 371 Modeling and Simulation of Signals and Systems (3)

EGCP 381 Computer Design and Organization (4)

EGCP 441 Advanced Electronics for Computer Engineers (4)

EGCP 450 Embedded Processor Interfacing (4)

EGCP 470 Multidisciplinary Projects in Computer Engineering - I (1)

EGCP 471 Multidisciplinary Projects in Computer Engineering - II (2)

EGEE 203 Electric Circuits (3)

EGEE 203L Electric Circuits Laboratory (1)

EGEE 303 Electronics (3)

EGEE 303L Electronics Laboratory (1)

EGEE 323 Engineering Probability and Statistics (3)

EGEE 490 Seminar in Electrical Engineering (1)

EGEE 406 Design Applications with Microcontrollers and FPGA (3)

EGGN 314 Engineering Economy (2)

Technical Electives (12 units)

Each Computer Engineering major must take 12 units of technical electives, which must be approved in advance by the program adviser. The electives shall constitute a coherent body of study consistent with the student's professional and educational objectives.

Wireless Communication

EGEE 420 Introduction to Digital Filtering (3)

EGEE 442 Electronic Communications Circuits (3)

EGEE 443 Electronic Communication Systems (3)

EGEE 460 Introduction to Cellular Mobile Communications Systems (3)

Very Large Scale Integration (VLSI) and Optics

EGEE 445 Digital Electronics (3)

EGEE 455 Solid State Electronics (3)

EGEE 465 Introduction to VLSI Design (3)

EGEE 480 Engineering Optics (3)

Control Systems and Systems Engineering

EGEE 416 Feedback Control Systems (3)

EGEE 424 Computer Simulation of Continuous Systems (3)

EGEE 425 Introduction to Systems Engineering (3)

Microprocessors and Microcomputer Systems

EGEE 404 Introduction to Microprocessors and Microcomputers (3)

EGEE 412 Digital Computer Architecture and Design II(3)

EGEE 414 Introduction to Parallel Processing (3)

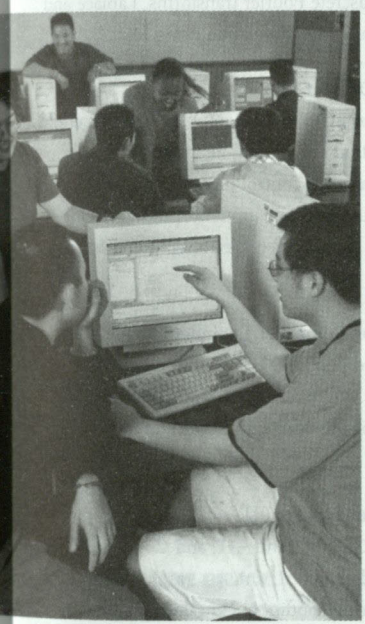
EGEE 448 Digital Systems Design (3)

Comp Sci 459 Micro-Computer Software Systems (3)

Computer Networks

Comp Sci 433 Data Security and Encryption Techniques (3)

Comp Sci 457 Computer Communications (3)



Global Positioning Systems (GPS)

EGEE 483 Introduction to Global Positioning Systems (3)

EGEE 483L Global Positioning Systems Laboratory (2)

Software Engineering

Comp Sci 331 Data Structures and Algorithm Analysis (3)

Comp Sci 423 Language Processor Techniques (3)

Comp Sci 461 Software Engineering Techniques (3)

Database System Design

Comp Sci 331 Data Structures and Algorithm Analysis (3)

Comp Sci 431 Database Systems (3)

Comp Sci 437 Web Database Development (3)

Intelligent Systems

EGEE 430 Fuzzy Logic and Control (3)

Comp Sci 477 Cybernetics and Information Theory (3)

Comp Sci 481 Artificial Intelligence (3)

Comp Sci 483 Pattern Recognition Techniques (3)

Current Topics

EGCP 463 Current Topics in Computer Engineering (3)

Free Elective

Advisor-approved upper division course (3)

Requirements in Related Fields (34 Units)

Mathematics Requirement (19 Units)

MATH 150A Calculus (4)

MATH 150B Calculus (4)

MATH 250A Multivariate Calculus (4)

MATH 250B Introduction to Linear Algebra and Differential Equations (4)

MATH 270A Mathematical Structures I (3)

Science Requirement (15 Units)

Physics 225 Fundamental Physics: Mechanics (3)

Physics 226 Fundamental Physics: Electricity and Magnetism (3)

Physics 227 Fundamental Physics: Waves, Optics, and Modern Physics (3)

Physics 225L, 226L, 227L Fundamental Physics: Laboratory (1, 1, 1)

Biology 101 Elements of Biology (3)

Upper-Division Writing Requirement (3 Units)

In addition to the Examination in Writing Proficiency (EWP), the following two courses are required to fulfill the upper-division English writing requirement:

EGCP 441 1 unit toward upper-division writing requirement

EGCP 471 2 units toward upper-division writing requirement

Written work for the two courses must meet professional standards. Both the courses must be passed with a grade of "C" (2.0) or better to satisfy the writing requirement.

General Education Courses

I. Core Competencies (9)

A. Oral Communication (3)

Honors 101B, Human Comm 100, or Human Comm 102

B. Written Communication (3)

English 101

C. Critical Thinking (3)

Honors 101A; Human Comm 235; Philosophy 105, 106; Psychology 110; or Reading 290

II. Historical and Cultural Foundations (9)

A. Development of World Civilization (3)

History 110A, 110B, Honors 210A, or Honors 210B

B. American History, Institutions and Values (6)

1. American History (3)

Afro Ethnic 190, American Studies 201, Chicana/o 190, History 180, 190, or Honors 201A

2. Government (3)

Honors 201B or Poli Sci 100

III. Disciplinary Learning (33)

A. Mathematics and Natural Sciences (18 units)

1. Mathematics

Mathematics 150A (4) and 270A (3)

2. Natural Sciences

a. Physical Science

Physics 225, 225L, 226 and 226L

b. Earth and Astronomical Sciences

Not applicable for engineering majors

c. Life Science

Biology 101

3. Implications and Explorations in Mathematics and Natural Sciences

Not applicable for engineering majors

B. Arts and Humanities (9)

1. Introduction to the Arts (3)

Art 101, 201A, 201B, 311, 312, Dance 101, Music 100, Theater 100

2. Introduction to the Humanities (3)

Any lower-division course in this category listed in the current class schedule

3. Implications, Explorations and Participatory Experience in the Arts and Humanities (3)

Any upper-division course in this category in the current class schedule

C. Social Sciences (6)

1. Introduction to the Social Sciences (3)

EGGN 314 and EGEE 490

2. Implications, Explorations and Participatory Experience in the Social Sciences (3)

Any upper-division course in this category listed in the current class schedule

IV. Lifelong Learning

This category is not applicable to engineering majors

V. Cultural Diversity

Take at least one star (*) course in Sections III.B.3 or III.C.2

Second Language Graduation Requirement

Since the Bachelor of Science in Computer Engineering is a high-unit program, majors are exempt from the Second Language Graduation Requirement.

COMPUTER ENGINEERING COURSES

Computer Engineering Courses are designated as EGCP in the class schedule.

180 Digital Logic and Computer Structures (3)

Prerequisite: Comp Sci 121, Corequisite: Math 270A. Binary number system and arithmetic, computer codes, Boolean algebra, logic gates, K-map minimization, sequential circuits, memory devices, state diagram and table, computer architecture, memory, Arithmetic Logic Unit, and control unit. (2 hours lecture, 2 hours laboratory)

280 Microcontrollers (3)

Prerequisite: EGCP 180. Microcontrollers, microcontroller programming model and instruction set, assembler directives, writing and debugging microcontroller assembly language routines, microcontroller memory system, microcontroller communication systems. (1 hour lecture, 4 hours laboratory)

281 Designing with VHDL (2)

Prerequisites: Comp Sci 121 and EGCP 180. Introduction to various modeling methods, timings, events, propagation delays and concurrency, the language constructs, data representations and formats, and physical attributes. (1 hour lecture, 2 hours laboratory)

371 Modeling and Simulation of Signals and Systems (3)

Prerequisites: EGEE 303 and Math 250B. Modeling and simulation of physical systems, mathematical description of systems, transfer functions, poles and zeros, frequency response, continuous and discrete-time convolution, continuous and discrete Fourier transforms, Laplace and Z transforms, Fast Fourier Transforms, simulation using Matlab.

381 Computer Design and Organization (4)

Prerequisites: EGCP 281 and EGEE 303. Computer system, central processing unit (CPU)organization and design, instruction set and addressing modes, microprogrammed control unit design, cache memory, internal memory, virtual memory, input/output interfacing, parallel processors, superscalar processors (2 hours lecture, 4 hours laboratory).

441 Advanced Electronics for Computer Engineers (4)

Prerequisites: EGCP 281 and EGEE 303. High speed CMOS, biCMOS, CPLDs, FPGAs, A/D, D/A, transducers and optics; integration of these devices into complete systems. (2 hours lecture, 4 hours laboratory)

450 Embedded Processor Interfacing (4)

Prerequisites: EGEE 323, EGCP 381 and 441, and Comp Sc 351. Techniques of interfacing based on speed, timings, synchronization, noise, cross-talk, hazards, and race conditions. Interfacing specifications of the processor data, address, and control buses. (2 hours lecture, 4 hours laboratory)

463 Current Topics in Computer Engineering (3)

Prerequisites: Junior/Senior standing in computer engineering and consent of the instructor. Exploration of topics of contemporary interest from the perspective of current research and development in computer engineering. Lectures by guest professionals.

470 Multidisciplinary Projects in Computer Engineering - I (1)

Corequisite: EGCP 450. First course in the two-course senior design sequence. Students in teams will do a hardware/software project, from conception through implementation and testing, under an instructor's supervision. Teams first explore technology issues related to the projects and then prepare complete design proposals. (1 hour lecture)

471 Multidisciplinary Projects in Computer Engineering - II (2)

Prerequisite: EGCP 450 and 470. Second course in the two-course senior design course in which students in teams of two or more will do a hardware/software project under the supervision of the instructor. The development of design skill, based upon previous and current courses and laboratory experience, is emphasized. (4 hours laboratory)



DEPARTMENT CHAIR

Demetrios Michalopoulos

VICE CHAIR

David Falconer

DEPARTMENT OFFICE

Computer Science 522

DEPARTMENT WEBSITE

http://www.fullerton.edu/ecs

PROGRAMS OFFERED

Bachelor of Science in Computer Science

Master of Science in Computer Science

Minor in Computer Science

Master of Science in Software Engineering

FACULTY

Susamma Barua, Ning Chen, James Choi, Hwang Chung, Bin Cong, Spiros Courellis, David Falconer, Allen Holliday, Floyd Holliday, Chang-Hyun Jo, Donna Kastner, Barbara Laguna, Demetrios Michalopoulos, Mariko Molodowitch, Tae Ryu, and Xiong Wang

INTRODUCTION

The undergraduate computer science program at Cal State Fullerton offers students a comprehensive foundation that will permit them to adapt to new technologies and new ideas. The program spans a wide range, from its theoretical and algorithmic foundations to cutting-edge developments in bioinformatics, communications systems, databases, robotics, intelligent systems, software engineering, and other exciting areas.

The program provides students with a comprehensive background to take on varied categories of work. They are offered the necessary theories, principles, and practices to design and implement software which permits them to take on challenging programming jobs. They have the opportunity to become well-equipped to devise new ways to use computers. The computer science areas of networking, database design, and human-computer-interfacing have enabled the development of the Word Wide Web. Now, computer scientists working in research and development are striving to make robots practical aides which demonstrate some aspects of intelligence, are using databases to discover new knowledge, and are using computers to help map human DNA as well as the DNA of other animals. The theoretical background available in the program provides the background to help develop effective ways to solve computing problems. This background allows students to determine the best possible ways to store information in databases, send data over networks, and display complex images.

The bachelor's program is accredited by the Computing Accreditation Commission (CAC) of the Accreditation Boards for Engineering and Technology (ABET).

MISSION

The mission of the Computer Science Department is to provide students with a strong fundamental knowledge of Computer Science and the practical skills to adapt as technology changes.

EDUCATIONAL OBJECTIVES

The Computer Science program is designed to provide the student with the foundations of the discipline as well as the opportunity for specialization. Six objectives are addressed:

- development of the ability to work effectively as an individual or as a team member to produce correct, efficient, well-organized and documented programs in a reasonable time
- development of the ability to recognize problems that are amenable to computer solutions, and knowledge of the tools necessary for solving such problems
- development of the ability to assess the implications of work performed
- development of an understanding of basic computer architecture and operations
- preparation to pursue in-depth training in one or more application areas, or further education in computer science
- development of the ability to communicate effectively

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

The Computer Science curriculum is under revision; for current requirements, refer to the department website.

Each Computer Science major is required to complete a minimum of 130 units including general education. The degree program assumes that the student has already obtained a working knowledge of at least one high-level programming language such as C++ and a working knowledge of personal computing fundamentals and applications, including word processing, spread-

sheets, database systems, e-mail systems, and presentation graphics. Students without this knowledge may be required to take up to seven additional units of course work beyond those normally required by the major.

Courses taken toward the major or toward the requirements in related fields must be taken on a traditional (letter grade) basis, unless the course is offered only on a non-traditional (credit/no credit) basis, or if the course is passed by a challenge examination. Students must maintain at least a 2.0 grade point average in all college-level units attempted, in all units attempted at CSUF, and in all units attempted in the major. A maximum of 6 units in the range "D minus" (0.7) through "D plus" (1.3) can be counted towards the major, provided the courses are Technical Electives or Requirements in Related Fields, excluding the Mathematics requirement. A "C" average (2.0) and a grade of "C minus" (1.7) or better is required in all courses applied to the major.

Computer Science Placement Examination

Before entry into the first course required by the major (Computer Science 131), the student is required to take a placement examination or complete the required prerequisite courses offered by the department.

Computer Science Core (49 units)

Students must take and pass a Computer Science Department Programming Exam before taking upper-division Computer Science courses. The exam will be included in Computer Sci 301 Programming Lab Practicum (2 units).

Lower-Division Core (13 units)

Computer Sci 131 Data Structures Concepts (3)

Computer Sci 231 File System Concepts (3)

Computer Sci 240 Computer System Architecture I (3)

Computer Sci 241 Low-level Language Systems (3)

Computer Sci 253U Workshop in UNIX (1)

Upper-Division Core (24 units)

Computer Sci 301 Programming Lab Practicum (2)

Computer Sci 315 Social and Ethical Issues in Computing (1)

Computer Sci 321 High-Level Language Concepts (3)

Computer Sci 331 Data Structures and Algorithm Analysis (3)

Computer Sci 351 Operating Systems Concepts (3)

Computer Sci 375 Problem Solving Strategies (3)

Computer Sci 423 Language Processor Techniques (3)

Computer Sci 440 Computer System Architecture II (3)

Computer Sci 461 Software Engineering Techniques (3)

Technical Electives (12 units)

Each Computer Science major must take 12 units of technical electives which must be approved in advance by a departmental adviser. These electives must be selected from upper-division courses offered by the department or upper-division courses in numerical analysis. The electives shall constitute a coherent body of study consistent with the student's professional and educational objectives. No more than three (3) units of course work may be selected from Computer Science courses numbered 490 through 499.

Requirements in Related Fields (39 units)

Mathematics Requirement (18 units)

Mathematics 150A,B Calculus (4,4)

Mathematics 270A,B Mathematical Structures (3,3)

Mathematics 338 Statistics Applied to Natural Sciences (4)

Science Requirements (12 units)

Physical Science (8 units)

One of the following combinations:

Physics 225 Fundamental Physics: Mechanics (3)

Physics 225L Fundamental Physics: Laboratory (1)

Physics 226 Fundamental Physics: Electricity and Magnetism (3)

Physics 226L Fundamental Physics: Laboratory (1)

OR Chemistry 120A General Chemistry (5)

Chemistry 125 General Chemistry for Engineers (3)

OR Geological Sci 101 Physical Geology (3)

Geological Sci 101L Physical Geology Laboratory (1)

Geological Sci 201 and 201L Earth History and Laboratory (4)

Biological Science (4 units)

Biology 101 Elements of Biology (3)

Biology 101L Elements of Biology Laboratory (1)

Undesignated Units (9 units)

These are to be taken in related fields and/or career support fields, with prior adviser approval.

Upper-Division Writing Requirement (3 units)

Computer Science 311, which meets the university requirements for an upper-division writing course, must be completed before the senior year. This course must be passed with a "C" (2.0) or better.

General Education (39 units)

Computer Science students must complete the university's 51-unit general education requirements. Twelve of these 51 units will be completed in the major's "Requirements in Related Fields." For the remaining 39 units see the "General Education" section of this catalog.

Second Language Requirement

Since the Bachelor of Science in Computer Science is a high-unit program, majors are exempt from the Second Language Graduation Requirement.

MINOR IN COMPUTER SCIENCE

A Computer Science minor shall consist of 20 units of adviser-approved courses including Computer Science 121, 131, 253U, and 313. It shall include at least six units of upper-division courses (which may include 313) taken in residence. At least 12 units must be distinct and different from the units used to complete the requirements for the major; at least six of these 12 units must be upper-division. All prerequisites must be observed.

MASTER OF SCIENCE IN COMPUTER SCIENCE

Admission to Graduate Standing: Conditionally Classified

A bachelor's degree from an accredited institution with a grade-point average of at least 2.5 in the last 60 semester units attempted is required. Any deficiencies must be made up and will require six or more units of adviser-approved course work with at least a 3.0 average in addition to those required for the degree.

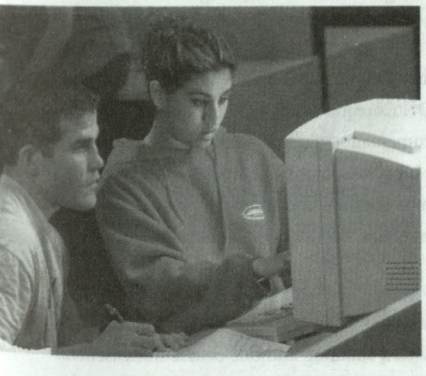
Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check out the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Classified Graduate Standing

Achievement of this status requires the following:

1. Approval of a formal study plan (see description below) by the Computer Science Graduate Committee and the Associate Vice President, Academic Programs (or designee).
2. Satisfactory completion of no more than nine units on the study plan.
3. Satisfactory completion of the following courses or equivalents including prerequisites: Computer Science 231, 240, 241, 321, 331, 351, 375, 423, 431, and Mathematics 270A,B.
4. Competency in written communication in English must be demonstrated by a passing score on the California State University Examination in Writing Proficiency. The requirement must be satisfied before the student can be classified and before 500-level courses may be attempted. The student who fails to pass the EWP test may complete Computer Science 311 (Technical Writing for Computer Science) with a grade of "B minus" (2.7) or better as an alternative to the EWP requirement.



Talented professional computer scientists have traditionally come from a diversity of undergraduate preparations. The listed courses have been carefully selected to provide an adequate basis for graduate work while not unfairly precluding admission of persons without a bachelor's degree in computer science. It should be noted, however, that each of these courses has prerequisites and the student without preparation in a closely related degree may have considerable work to complete beyond the courses listed here. Reference should be made to the catalog descriptions for prerequisites of each course deficiency.

If you have not taken many of the undergraduate prerequisites, you can follow an accelerated path of preparation for your graduate courses. The following prerequisite courses are the "fast track" and do not grant units toward the degree.

Comp Sci 901 Programming Concepts and Fundamental Data Structures

Comp Sci 902 Computer Architectures and Low-Level Languages

Comp Sci 903 File Structures and Database Systems

Comp Sci 904 Advanced Algorithms and Data Structures

Comp Sci 905 Programming Languages and Compilers

Comp Sci 906 Operating Systems

These courses and their prerequisites constitute program prerequisites. Students are not allowed to enroll in courses for which they have prerequisite deficiencies. Students with knowledge equivalent to any or all of these prerequisite courses are encouraged to satisfy such prerequisites by advanced placement examinations. Consult a Computer Science graduate adviser for further information.

Study Plan

Prior to admission to classified graduate standing in Computer Science, the student with the aid of a Computer Science graduate adviser shall prepare and submit for approval by the Computer Science Department graduate committee a formal study plan consisting of a minimum of 30 units of 400 level and graduate course work.

This shall include Computer Science 440, 461, 589, 597 or 598; one of 541, 542, 543, 544, 545, 546, 547 or 548; and 15 units of electives (9 units must be at the 500 level). At least 15 units shall represent courses offered by the Department of Computer Science. Courses offered by other disciplines, not listed here, and related to the student's objectives in Computer Science may be approved by petition to the Department of Computer Science.

All course work in the study plan must be completed with a GPA of at least 3.0.

Graduate Student Advisement

The graduate program adviser provides overall supervision of the graduate program. The individual student chooses an adviser from the full-time faculty of the Computer Science Department on the basis of the student's particular interests and objectives.

COMPUTER SCIENCE COURSES

Courses are designated as CPSC in the class schedule.

Prerequisites for Computer Science courses may be waived only by department petition.

102 Introduction to Information and Multimedia Technology (2)

(Same as InfoSys/DecSci 102)

103 Introduction to Personal Computer Applications (3)

Introduction to use and application of personal computers: word processing, spreadsheets, database systems, e-mail systems and World Wide Web. Evaluation of personal computers and software. (2 hours lecture, 2 hours laboratory)

121 Programming Concepts (4)

Prerequisite: three years high school mathematics including trigonometry. Introduction to programming of digital computers; subroutines, functions, and structure of algorithms; elementary input/output; arrays; strings, and data types; documentation.
(3 hours lecture, 2 hours laboratory)

131 Data Structures Concepts (3)

Prerequisites: Computer Science 121 or sufficient score on the Computer Science Placement Exam, high school computer applications, and three years high school mathematics including trigonometry. Data structures: linked lists, stacks, queues, arrays, sequential text files, text formatting.

203 Advanced Personal Computing (3)

Prerequisite: Computer Science 103. Computer networks. Workgroup computing: electronic mail, scheduling, work-flow automation, central repositories. Desktop publishing. Vertical and horizontal software suites. (2 hours lecture, 2 hours laboratory)

223A Ada Programming (3)

Prerequisite: Computer Science 241. Ada control statements, types, subprograms, array and record types, packages, exceptions, access variables, dynamic objects, files, generics, compilation units, tasking, and low-level programming. Laboratory programming assignments. (2 hours lecture, 2 hours laboratory)

223C COBOL Programming (3)

Prerequisite: Computer Science 231. COBOL identification, environment, data and procedure divisions; moving data; printing information; arithmetic verbs; control statements; arrays and tables; sequential, relative, and indexed files; subprograms; report writer module. Laboratory programming assignments. (2 hours lecture, 2 hours laboratory)

223H Visual BASIC Programming (3)

Prerequisite: Computer Science 231. Elements of Visual BASIC, forms and controls, properties, mouse events, multiple-document interface, processing files, accessing databases, dynamic data exchange, object linking and embedding. (2 hours lecture, 2 hours laboratory)

223J Java Programming (3)

Prerequisite: Computer Science 223V or Computer Science 131 and proficiency in C++ language. Characteristics of Java: portable, robust, secure, object-oriented, high performance; using the Java environment; server administration; types, expressions, and control flow; classes, interfaces, and packages; threads; exceptions; class libraries; Java for the Internet; tools, the Java Virtual machine. (2 hours lecture, 2 hours lab per week)

223V C++ Programming (3)

Prerequisite: programming concepts course using a language other than C++. C++ types, arithmetic, operators, control structures, assignment operators, functions, scope, recursion, logical operators, arrays, pointers, characters, strings, structures, unions, enumerations, classes, operator overloading, inheritance, virtual functions, polymorphism, stream input/output, templates, exception handling, file processing. Laboratory programming assignments. Credit earned not applicable toward a bachelor's degree in computer science, except with adviser approval.

231 File System Concepts (3)

Prerequisites: Computer Science 131 and proficiency in the C++ language. Characteristics and utilization of bulk storage devices. B-trees, sequential and random access methods. Introduction to relational data model.

240 Computer System Architecture I (3)

Prerequisites: Computer Science 131 and either Mathematics 270A or Mathematics 280. Digital logic and architecture of a computer system, machine level representation of data, memory system organization, and techniques for interrupt handling. (2 hours lecture, 2 hours laboratory)

241 Low-level Language Systems (3)

Prerequisite: Computer Science 131. Corequisite: Computer Science 240. The structure of low-level computer languages. Machine, assembly, and macro language programming. Principles of assembler operation. Laboratory programming assignments. (2 hours lecture, 2 hours laboratory) (Same as Electrical Engineering 241)

253U Workshop in UNIX (1)

Prerequisite: Computer Science 121 or General Engineering 205. Workshop in the use of the UNIX operating system. Offered Credit/No Credit only. (2 hours activity)

301 Programming Lab Practicum (3)

Prerequisites: Computer Science 231, 240, 241 and 253U. Intensive programming covering concepts learned in lower-division courses. Includes procedural and object oriented design, documentation, arrays, classes, file input/output, recursion, pointers, dynamic variables, data and file structures.

303 Multimedia Concepts (3)

Prerequisites: Computer Science 103, 121 and completion of the General Education critical thinking requirements. Components and issues associated with multimedia technology, applications of multimedia and its evolution. Laboratory activities will include developing a multimedia application using a PC-based authoring tool. (2 hours lecture, 2 hours laboratory)

311 Technical Writing for Computer Science (3)

Prerequisite: English 101. Corequisite: Computer Science 301. Practice in developing documentation skills as used in the computer field. Topics include proposals, feasibility studies, user guides and manuals, business communication and technical presentation. Case studies in professional ethics. Both written and oral reports are required.

313 The Computer Impact (3)

Prerequisites: upper-division standing and one course from General Education Category III.A.1. Effect of computer use on individuals and organizations. Side effects of innovative technology and the resulting changes to organizations, social institutions, and human perceptions of events. Emphasis on personal responsibility, legal ramifications, and educational implications. Hands-on use of e-mail and the World Wide Web.

315 Social and Ethical Issues in Computing (1)

Prerequisite: Computer Science 311. The course will cover relevant issues that responsible professionals will face in a complex technological society. Issues covered are professional ethics, computer control, piracy, encryption, benefits and downside of computers, privacy and computer crimes. Both written and oral reports required.

321 High-Level Language Concepts (3)

Corequisite: Computer Science 301. Language definition concepts. Data types and structures. Control structures and data flow. Run-time considerations. Interpretive languages. Introduction to lexical analysis and parsing.

322L Introduction to Computer Aided Design (3)

(Same as Mechanical Engineering 322L)

331 Data Structures and Algorithm Analysis (3)

Prerequisites: Computer Science 301; Mathematics 150B and 270B. Corequisite: Mathematics 338. Advanced data structures: recursion, stack, trees, hashing, queues, sorting and searching, disjointed sets and graph algorithms. Emphasis on algorithm efficiency analysis. Quantitative experiments and written laboratory reports are required.

341 Client Server Systems (3)

Prerequisites: Computer Science 231. A study of the client/server environment including platforms, operating systems, networks, middle- ware, distributed processing, data communication, optimization, client/ server model, and trends. Programming exercises in a language suitable for the client/server environment. (2 hours lecture, 2 hours laboratory)

351 Operating Systems Concepts (3)

Corequisite: Computer Science 301. Resource management, memory organization, input/output, control process synchronization and other concepts as related to the objectives of multi-user operating systems.

361 Software Design Concepts (3)

Prerequisites: Computer Science 223A, 223J or 223N; and 241. Concepts and methodologies of the object-oriented paradigm. Object-oriented analysis and object-oriented design. Implementation of moderate size object-oriented systems. Topics in embedded systems. (2 hours lecture, 2 hours laboratory)

375 Problem Solving Strategies (3)

Prerequisites: Computer Science 321, 331 and Mathematics 338. Complexity classes, including undecidable and NP-complete problems. Problem solving strategies applied to parallel and distributed processing, numerical computation, and artificial intelligence. Greedy methods, divide-and-conquer, dynamic programming, approximation, and search methods.

423 Language Processor Techniques (3)

Prerequisites: Computer Science 321 and 331. Concepts behind the design and implementation of programming language processors such as compilers and interpreters. The design of a small compiler from a software engineering perspective.

431 Database Systems (3)

Prerequisites: Computer Science 231 and 331. Database design and applications, database programming using SQL and other languages, query optimization, transaction management.

433 Data Security and Encryption Techniques (3)

Prerequisites: Computer Science 311, 351 and Mathematics 270B. System security and encryption. Current issues in security, encryption and privacy of computer based systems.

437 Web Programming and Data Management (3)

Prerequisites: Computer Science 431. Various techniques for developing Web-based database applications using software engineering methodology. Introduce concept and architecture of Web servers, Web database design techniques, client/server side programming, and Web applications tools and techniques.

440 Computer System Architecture II (3)

Prerequisites: Computer Science 240 and 241. Computer performance, price/performance, instruction set design and examples. Processor design, pipelining, memory hierarchy design, and input/output subsystems.

451 Advanced Operating Systems (3)

Prerequisite: Computer Science 351. The course covers internal structures of a modern operating system. The specific topics include processes, process communication, file systems, networking, and the I/O system. There will be several programming assignments which will utilize calls and other low-level interfaces.

457 Computer Communications (3)

Prerequisite: Computer Science 351. An introduction to digital data communications. Terminology, networks and their components, common-carrier services, telecommunication facilities, terminals, error control, multiplexing and concentration techniques.

459 Micro-Computer Software Systems (3)

Prerequisite: Computer Science 351. The design and implementation of software. Analysis of a micro-computer operating system and work on a team to implement a significant programming assignment.

461 Software Engineering Techniques (3)

Prerequisites: Computer Science 311, 321, 331 and passing score on the Examination in Writing Proficiency. Analysis, design and implementation of large scale software using classical and object oriented technologies. Students will work in team projects. Oral presentation and written project documentation are required.

465 Principles of Computer Graphics (3)

Prerequisite: Computer Science 331. Examination and analysis of computer graphics; software structures, display processor organization, graphical input/output devices, display files. Algorithmic techniques for clipping, windowing, character generation and viewpoint transformation.

481 Artificial Intelligence (3)

Prerequisite: Computer Science 375. Use of computers to simulate human intelligence. Topics include production systems, pattern recognition, problem solving, searching game trees, knowledge representation, and logical reasoning. Programming in AI environments.

483 Data Mining and Pattern Recognition (3)

Prerequisites: Computer Science 331. Classification techniques, discriminant functions, training algorithms, potential function theory, supervised and unsupervised learning, feature selection, clustering techniques, multidimensional rotations and rank ordering relations.

491T Variable Topics in Computer Science (1)

Prerequisites: junior or senior standing and consent of instructor. Lectures and/or workshop covering various current Computer Science topics. Course may be repeated for up to 3 units. Course topics may be taken only once.

495 Internship in Computer Science (1-3)

Prerequisites: Computer Science or related major and consent of instructor. Practical experience relevant to computer science in government or private agencies. Written and oral reports are required.

499 Independent Study (1-3)

Prerequisite: approval by the computer science chair. Special topic in Computer Science, selected in consultation with and completed under the supervision of instructor.

531 Advanced Database Management (3)

Prerequisite: Computer Science 431. Implementation techniques for query analysis, data allocation, concurrency control, data structures, and distributed databases. New database models and recent developments in database technology. Student projects directed to specific design problems.

541 Systems and Software Standards and Requirements (3)

Prerequisite: Computer Science 461 or equivalent work experience. This course introduces students to the SESC framework and the IEEE Software Engineering Standards. The course will cover establishing of the following standards: Software Life Cycle Processes, Work Product Standards, Process Standards, Requirement Analysis and Management, and System Integration. Additionally, the framework of CMMI will be introduced, and a number of practical lessons discussed.

542 Software Verification and Validation (3)

Prerequisite: Computer Science 461 or equivalent work experience. Theory and practice needed to ensure that a high quality software product is developed. Topics covered include a quality assessment, proof of correctness, testing, and limitations of current verification and validation methods.

543 Software Maintenance (3)

Prerequisite: Computer Science 461 or equivalent work experience. Software creation, reuse, enhancement, adaptation and correction. Alternatives to coding, language concepts, role of standards, style, management, tools, performance analysis, regression analysis, and productivity issues.

544 Software Process Definition (3)

Prerequisite: Computer Science 461 or equivalent work experience. This course provides practical guidance for improving the software development and maintenance process with a focus on understanding and managing the software process. Students will learn how to establish an effective software process for an organization, and how to make existing process better.

545 Software Design and Architecture (3)

Prerequisites: Computer Science 461 or equivalent work experience. Development of software systems at the highest level. Systems view of software development, trade-offs between software and hardware. User interfaces, requirements analysis, techniques for development from requirements, system integration, and transition into use. Includes case studies and project.

546 Software Project Management (3)

Prerequisite: Computer Science 461 or equivalent work experience. Process considerations in software systems development. Materials and tools in software project planning. Mechanisms for monitoring and controlling software projects.

547 Software Measurement (3)

Prerequisite: Computer Science 461 or equivalent work experience. Introduction to current industry software measurement practices and systematic measurement process models. Outline major paradigms for selecting measures. Stress practitioner-based measurement: software specifications and designs, code and implementation, and test and evaluation.

548 Professional, Ethical and Legal Issues for Software Engineers (3)

Prerequisite: Computer Science 461 or equivalent work experience. This course explores professional, legal and ethical issues pertaining to software engineering. Topics include professional codes of ethics, intellectual property laws, computer privacy, and human-computer interaction. Relevant regulatory documents and their applications are studied.

551 Operating Systems Design (3)

Prerequisite: Computer Science 351. Design and evaluation techniques for controlling automatic resource allocation, providing efficient programming environments and appropriate user access to the system, and sharing the problem solving facilities.

558 Advanced Computer Networking (3)

Prerequisite: Computer Science 457. System-oriented view of computer network design, protocol implementation, networking, high-speed networking, network management, computer network performance issues.

566 Advanced Computer Graphics (3)

Prerequisite: Computer Science 465. Three dimensional: reflection models, shading techniques, rendering process, parametic representation, ray tracing, radiosity, texture, anti-aliasing, animation, color science.

583 Expert Systems Design Theory (3)

Prerequisite: Computer Science 481. Knowledge representation and search strategies for expert systems; logic programming; expert system tools. Project.

585 Artificial Neural Networks (3)

Prerequisite: Computer Science 481. Principles of neural networks; neural networks paradigms, software implementations, applications, comparison with statistical methods, use of fuzzy logic; project.

589 Seminar in Computer Science (3)

Prerequisites: one 400-level course in Computer Science and passing score on the Examination in Writing Proficiency. Research methods in computer science. Student presentations covering current topics, research advances, updating of concepts and verifications of principles of computer science. (Examples: large-scale parallelism, Internet security, design for user interfaces, computers in instruction).

597 Project (3)

Prerequisites: classified graduate standing, approval of the computer science graduate adviser and Computer Science 589.

598 Thesis (3)

Prerequisites: classified graduate standing, approval of the computer science graduate adviser and Computer Science 589.

599 Independent Graduate Research (1-3)

Prerequisites: classified graduate standing, approval of the computer science department chair and Computer Science 589. Special topic in computer science, selected in consultation with and completed under supervision of a full-time faculty member.

901 Programming Concepts and Fundamental Data Structures (3)

Prerequisite: three years high school math including trigonometry. Using C++, Abstract Data Type (ADT) including linked lists, stacks, queues, tables; Object Oriented Programming (OOP) including classes, operator overloading, inheritance, virtual functions, polymorphism, stream input/output, templates; basic file structures and file processing. Not applicable for graduate degree credit.

902 Computer Architectures and Low-Level Languages (3)

Prerequisite: Mathematics 270A. Digital logic and computer system architecture, machine level representation of data, memory system organization, Input/Output (I/O) Subsystem, and techniques for interrupt handling; Low-level computer language programming; Machine, assembly, and macro languages including principles of assembler operations. Not applicable for graduate degree credit.

903 File Structure and Database Systems (3)

Prerequisite: Computer Science 901 and 902. Fundamental concepts of file structures. Characteristics and utilization of bulk storage devices. Various indexing techniques (e.g., B-tree, Hashing, etc.) and search methods using C++. Fundamental concepts of database management systems. Database design and application development. SQL programming. Not applicable for graduate degree credit.

904 Advanced Algorithms and Data Structures (3)

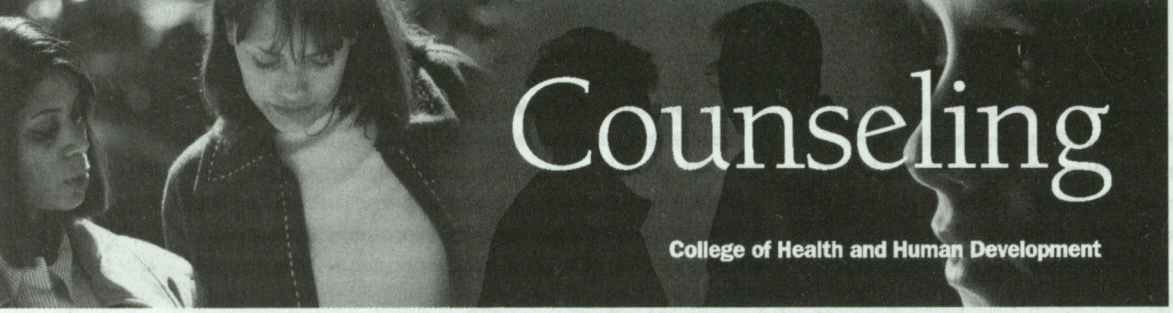
Prerequisites: Computer Science 903, Mathematics 150B, 270B and 338. Concepts of theoretical computer science at a more advanced level. Topics covered are efficiency, data structures, and algorithms. In particular, Strassen's algorithm for matrix multiplication, various sorting algorithms, NP-completeness, and other topics important to algorithmic efficiency are discussed. A strong mathematical background is recommended. Not applicable for graduate degree credit.

905 Programming Languages and Compliers (3)

Prerequisite: Computer Science 904. Language definitions, bindings, type checking, scopes, data types, control structures, subprograms. Design and implementation of programming language processors such as compliers and interpreters. Not applicable for graduate degree credit.

906 Operating Systems (3)

Prerequisite: Computer Science 903. Intensive Training course covering concepts learned in Computer Science 253U and 351. Includes the principles of process management, memory management, file management, and I/O device management. Also includes Unix basic user commands, editors, Shell scripts, and programming environment. Not applicable for graduate degree credit.



Counseling

College of Health and Human Development

DEPARTMENT CHAIR

Jeffrey Kottler

DEPARTMENT OFFICE

Education Classroom 105

DEPARTMENT WEBSITE

http:hdcs.fullerton.edu/Counsel/counseling.htm

PROGRAMS OFFERED

Master of Science in Counseling

Marriage and Family Therapy

MFT Licensure Preparation

FACULTY

Leah Brew, Joseph M. Cervantes, Sapna Batra Chopra, Matt Englar-Carlson, Jeffrey Kottler, Olga Mejia, Thuy Nguyen, Mary Read, David S. Shepard, and Rebekah Smart

ADVISERS

Counseling, Master of Science: Jeffrey Kottler

Admissions: David S. Shepard

Marriage and Family Therapy (MFT) Licensure: Mary Read

Clinical Training Director: Mary Read

Off Campus Programs: Leah Brew

Graduate Counseling Students Association: Sapna Batra Chopra

Chi Sigma Iota: Leah Brew

Alumni Association: Mary Read

INTRODUCTION

The Department of Counseling offers a program leading to the Master of Science in Counseling, with a concentration in Marriage and Family Therapy. The program is designed to prepare students to meet California State Board of Behavioral Sciences (BBS) licensure requirements as a Marriage and Family Therapist (MFT).

Our emphasis is on the training of clinicians who can serve the needs of individuals and families in their communities. We train students to brief and long-term counseling while maintaining professional identities as counselors and marriage and family therapists.

The program strongly emphasizes a multicultural perspective. We prepare counselors who will be sensitive to the diverse heritages, lifestyles, and special needs of individuals and families. Both our student body and our faculty encompass a wide range of backgrounds and values.

Our theoretical orientation is grounded in humanistic and integrative principles. This means that we are respectful of different counseling philosophies, flexible in our approaches depending on client and student needs, and united in our belief that relationships remain at the core of all helping encounters. We also believe that counselors can best help people by understanding the relationship of emotional distress to family dynamics and to the social and cultural contexts that shape our lives.

The curriculum (or study plan) comprises 60 units, delivered in four phases. Phase I is introductory. Phases II and III form the body of core training in counseling. Phase IV comprises advanced courses and the final project, an original research study.

Conditionally Classified Standing

Phase I 12 units: Counseling 500, 502, 511, 518

Classified Standing

Phase II 15 units: Counseling 520, 522, 523, 524, 526

Phase III 18 units: Counseling 521, 525, 527, 528, 530, 535

Phase IV 15 units: Counseling 560, 562, 584, 590, 597

MASTER OF SCIENCE IN COUNSELING

Admission Requirements

The Department welcomes applicants from diverse academic, social, and cultural backgrounds. International and minority students are especially encouraged to apply. Preparation for the counseling profession is rigorous and multifaceted, necessitating the student's development in intrapersonal, interpersonal, and academic realms. Admission is therefore based upon indicators of the applicant's potential for becoming an effective counseling practitioner, including, but not limited to, grade point average (GPA), personal statement, departmental interview and potential for success based on personal and professional evaluation of qualifications and is at the sole discretion of the Counseling Department's Admission Committee. The following are required for consideration for admission to the program:

1. An acceptable bachelor's degree (or equivalent) from a regionally accredited institution or its equivalent.
2. A minimum GPA of 3.0 for the last 60 sequential semester units completed.
3. A minimum GPA of 3.2 in four prerequisite behavioral science courses (or their equivalents): counseling theory, statistics or research methods, abnormal psychology, and human

development. At least two of the four prerequisites must be completed at the time of entrance; any remaining prerequisite(s) must be completed during the first semester of enrollment.

4. A detailed personal statement (1,500-3,000 words). This statement should inform the faculty about the following:
   a) applicant's personal and educational background, strengths and weaknesses;
   b) applicant's understanding of, motivation and suitability for entering into the counseling profession; and,
   c) applicant's long-term professional goals. This statement is very important.
5. An interview with department faculty.
6. Three letters of recommendation. These letters should address the author's assessment of your suitability for pursuing graduate studies and entering the counseling profession. At least one letter must be academic (i.e., written by a professor or an instructor). The Department understands that for some applicants, contacting former instructors is not feasible; in these situations, professional references, written by supervisors or managers who are familiar with your work, are also appropriate.

Application Procedures

Applicants must apply to the University and to the Department of Counseling.

1. University application. Applicants must apply online to the university and mail one set of official transcripts from all colleges/universities to:

   Admissions and Records
   California State University, Fullerton
   P.O. Box 6900
   Fullerton, CA 92834-6900

   The application code is MFT. The online URL is www.csumentor.edu.
2. Department application. Send three letters of recommendation, your personal statement, and a copy of all transcripts to:

   Department of Counseling, EC-105
   California State University, Fullerton
   P.O. Box 6868
   Fullerton, CA 92834-6868

   No separate department application form is required.

All required materials must be received by the University Office of Admissions and Records and by the Department of Counseling office by the deadline date. Late applications will not be reviewed.

For more information about admissions, please contact our Prospective Student Adviser, at 714-278-3042, or e-mail us at applycounseling@fullerton.edu.

All successful applicants are initially admitted as conditionally classified graduate students. They are invited to attend an orientation session before classes begin, and are encouraged to join the Graduate Counseling Students Association (GCSA).

The department recommends that students take at least six units per semester. Students working full-time are strongly advised against taking more than six units per semester because of the demanding nature of the program; however, students should be aware of time limits for completion of the degree and of the possibility that they may be unable to enroll in a specific course because of the class size limits or other factors.

Application Deadlines

Please contact the Department of Counseling at (714) 278-3042 for application deadlines or email us at applycounseling@fullerton.edu. You can also check the Department of Counseling website for information on deadlines. Our address is www.hdcs.fullerton.edu/Counsel/counseling.htm. Further information about current deadlines may be found on the university graduate studies website http://www.fullerton.edu/graduate/.

Advisement

Each student is assigned to an adviser upon admission to the department. Advisers provide academic assistance, help students develop official study plans, recommend them for classified standing and advancement to candidacy, and monitor their progress throughout the duration of enrollment.

Students should consult their adviser on a regular basis. It is especially important to initiate contact with an adviser as soon as possible during the first semester of enrollment to verify enrollment in any remaining prerequisite courses and to discuss preclassification requirements.



Classification and Advancement to Candidacy

Admission to the department as a conditionally classified student does not guarantee advancement to classified standing.

Each student undergoes two comprehensive evaluations; one during Phase II and the other during Phase III. Advancement to classified standing and to candidacy requires a 3.0 GPA and the faculty's on-going assessment of the student's aptitude and suitability for the counseling profession, progress in skill development, interpersonal and cultural sensitivity, and ethical and professional conduct. A student who receives more than two grades below "B minus" (2.7) is automaticallly disqualified from the program. (See the "Graduate Regulations" section of this catalog for details concerning advancement to classified standing or candidacy.)

MARRIAGE AND FAMILY THERAPY (MFT) LICENSURE

To practice as a Marriage and Family Therapist in California, a license issued by the State Board of Behavioral Sciences (BBS) is required. Our 60-unit program with the MFT concentration is designed to prepare students to meet licensure requirements (Business and Professions Code, Section 4980.37). Students should note that licensure requirements extend beyond those of the M.S. degree and include an internship and passing official BBS examinations. It is the student's responsibility to keep informed about licensure requirements

as they are subject to change from time to time. An authoritative source of information is Laws and Regulations Relating to the Practice of Marriage and Family Therapy and Licensed Educational Psychology issued by the BBS. For further information, write to the Board of Behavioral Sciences, Department of Consumer Affairs, 400 R Street, Suite 3150, Sacramento, CA 95814-6240; Tel. (916) 445-4933.

Upon graduation, students have 90 days to register with the BBS as an intern. It is advisable to write early to the BBS for a registration packet (e.g., at the beginning of the last semester).

COUNSELING COURSES

Courses are designated as COUN in the class schedule.

252 Career Exploration and Life Planning (3)

Prerequisites: introductory course in Oral Communication and English Composition. Career planning is a continual process that occurs over the lifespan. The focus is on career, personal and educational awareness as they relate to the process of career choices and the culture of work. Specific strategies include resume writing, interviewing skills and job search techniques. Exploration of personal career potentials, employment trends, decision making, goal setting and job search methods.

350 Leadership Skills and Personal Development (3)

(Same as Human Services 350)

380 Theories and Techniques of Counseling (3)

(Same as Human Services 380)

449 Seminar on Child Abuse (1)

Prerequisite: Human Services 201 or Child/Adolescent Studies 301 or consent of the instructor. Presents characteristics of child abuse and a review of current laws, appropriate procedures for intervention, and methods of community networking and referral.

500 The Counseling Profession (3)

Prerequisite: graduate standing. The study of counseling as a mental health profession, including its history, current functions and future directions. Examination of the counselor as a professional, including educational goals, personal values, and cultural understandings. Opportunity to observe master counselors at work.

502 Career and Lifestyle Development (3)

Prerequisite: completion of or concurrent enrollment in Counseling 500. Survey of career and lifestyle development throughout the lifespan. Major theories and strategies in career counseling. Integration of knowledge of career development with the practice of counseling.

511 Pre-Practicum (3)

Prerequisite: completion of or concurrent enrollment in Counseling 500. Basic counseling skills, including establishing a therapeutic relationship, facilitating client self-exploration and understanding how one's values influence the counseling process. Crisis intervention also will be addressed. Extensive role play practice.

518 Human Development and Functioning (3)

Prerequisites: completion of or concurrent enrollment in Counseling 500. Integrated study of human development from infancy to old age and its effect upon individuals, couples, and family relationships. Emphasis on relevance to counseling. Role of human sexuality in liespan development will be addressed.

520 Modes of Individual Counseling (3)

Prerequisite: Counseling 511. Advanced study of major theoretical frameworks in counseling, including models of personality, definitions of individual dysfunction and approaches to treatment. Practice in case conceptualization and application of theories to counseling.

521 Science of Human Inquiry (3)

Prerequisites: completion of or concurrent enrollment in Counseling 530, 527 and 528. Applied research methods and program evaluation. Comparative review and synthesis of inquiry approaches. Completion of literature review for anticipated Counseling 597 project. Instructional fee required.

522 Techniques of Brief Treatment and Assessment (3)

Prerequisites: Counseling 511 and 518. Advanced study of the latest edition of the Diagnostic and Statistical Manual of Mental Health Disorders (DSM) with emphasis on detection and assessment of alcohol and substance, spousal or partner, elder, and child abuse, and human sexual dysfunction. Review of brief treatment models.

523 Counseling and Culture (3)

Prerequisite: Counseling 500. Theory, research, and techniques related to counseling people from diverse cultural backgrounds. Emphasis on role plays and skills applications.

524 Child and Adolescent Counseling (3)

Prerequisites: Counseling 500, 502, 511, 518, 520 concurrent. Course provides an overview of child/adolescent development theories and counseling frameworks, with emphasis on utilizing strategies, examination of ethical issues, and explores assessment techniques to evaluate the range of disruptive behaviors.

525 Psychopharmacology for Counselors (3)

Prerequisites: Counseling 500, 502, 511, 518, 522. Course introduces counseling students to the biochemical basis of behavior and a general knowledge of the effects and side effects of the major classes of psychotropic drugs. Such knowledge is to make appropriate referrals and a comprehensive approach to treatment.

526 Professional, Ethical and Legal Issues in Counseling (3)

Prerequisite: completion of or concurrent enrollment in Counseling 522 and 523. Ethical and legal standards as related to critical professional issues, including child abuse, spousal or partner abuse, elder abuse, and substance abuse. The relationship and integration of values for the counselor's role in practice, training, supervision, test usage, and consultation.

527 Systems of Family Counseling (3)

Prerequisite: Counseling 511. Survey of family systems models, including Adler, Satir, Bowen, Haley, Minuchin, and others.

528 Groups: Process and Practice (3)

Prerequisites: Counseling 500 and 511. Basic issues and concepts related to group process. Demonstration of group leadership skills with an emphasis on self-reflection.

530 Practicum (3)

Prerequisites: classified standing; Counseling 520 and 526; consent of fieldwork coordinator and completion of or concurrent enrollment in Counseling 502, 529 and 528. Supervised clinical practice with adults, families and children in approved community agencies. A minimum of 105 contact hours of counseling required for course completion.

535 Addictions Counseling (3)

Prerequisites: classified standing and Counseling 522. Addresses etiology and treatment of addictive behaviors, (e.g., substance abuse, gambling). Theories linking addiction to biological, psychological, and other factors will be evaluated critically with an emphasis on developing effective recovery and relapse prevention programs.

560 Psychological Testing For Counselors (3)

Prerequisites: Counseling 502, 522. Theories and applications of psychological testing and other means of appraisal, as they relate to the practice of community-based counseling and marriage and family therapy.

562 Counseling Couples (3)

Prerequisite: Counseling 527. The treatment of couples, including overview of current theories, assessment, goal-setting, interventions, ethical issues, and diversity issues. Assessment and treatment of spouse abuse. Study of sexual dysfunctions and sex therapy.

584 Advanced Practicum (3)

Prerequisites: Counseling 530 and consent of Fieldwork Coordinator. Advanced supervised clinical practice wit adults, families, and children in approved community agencies. A minimum of 105 contact hours of counseling required for course completion.

590 Advanced Counseling Techniques (3)

Prerequisites: enrollment in either Counseling 530 or 584. This course focuses on case conceptualization and the integration of advanced techniques into the student's repertoire of counseling skills. Case presentations and analysis of videotaped sessions will be emphasized. Must be taken as part of the year-long practicum experience.

597 Project (3)

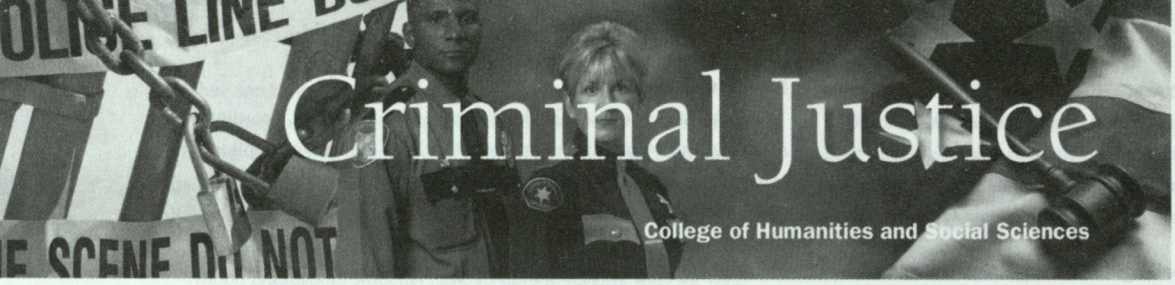
Prerequisites: Counseling 521 and consent of faculty adviser. Capstone program experience; taken final semester. Student conducts original research relevant to the counseling field.

598 Thesis (1-3)

Prerequisites: Counseling 530; consent of graduate program adviser. Independent research culminating in a thesis. Recommended for predoctoral students. May be repeated for credit.

599 Independent Study (1-3)

Prerequisite: consent of instructor or graduate program adviser. Research and development in counseling pursued independently with periodic conference with instructor. May be repeated for credit.



Criminal Justice

College of Humanities and Social Sciences

INTRODUCTION

Criminal Justice is the study of the causes, consequences and control of crime. Like other new and developing fields, criminal justice is difficult to define as it draws from a number of different disciplines, including psychology, public administration, philosophy, political science, sociology and law.

The program leading to the Bachelor of Arts in Criminal Justice is designed to acquaint pre-service and in-service students with the principles and practices of criminal justice in America. Although the department's curriculum allows for the development of depth in one of the subject's substantive subsystems (i.e., law enforcement, courts or corrections), the overriding objective is to familiarize students with activities in all the above areas.

The department is both academic and professional in that it is an interdisciplinary attempt to relate intellectual issues and practitioner perspectives to the challenge of crime in a free society. In this regard, the department provides preparation for employment with a related agency and/or further study (e.g., law school).

ADVISEMENT

Students are urged to attend a "New Major Advisement Session" prior to their first semester at the university as a Criminal Justice major. This is particularly important for community college transfers. Failure to do so may delay graduation. The department's "New Major Advisement Sessions" are regularly and frequently scheduled. See the bulletin board or call the division office for details.

AWARDS IN CRIMINAL JUSTICE

Graduating seniors are eligible for the Academics Award, the Activities Award, the Overall Achievement Award and the William Hobbs Scholarship for outstanding law-related coursework. The Dan Byrnes Scholarship is given annually to an undergraduate who plans a career in law enforcement.

BACHELOR OF ARTS IN CRIMINAL JUSTICE

The Criminal Justice degree requires a minimum of 120 units, which includes courses for the major, General Education, all university requirements, and free electives. For the major, every student must complete the core courses (21 units) and a minimum of 12 units from the elective curriculum. In addition, each student is required to complete 9 units in a correlated curriculum. Effective Fall 2005, new Criminal Justice majors must achieve a grade of "C" (2.0) or better in all 15 courses in the curriculum to earn their bachelor's degree.

For additional information regarding the Criminal Justice program and its courses, check with the Division office in University Hall 511.

Core Curriculum (21 units)

Crim Just 300 Introduction to Criminal Justice (3)

Crim Just 310A Criminal Law: Substantive (3)

Crim Just 315 The Enforcement Function (3)

Crim Just 320 Introduction to Public Management and Policy (3)

Crim Just 330 Crime and Delinquency (3)

Crim Just 340 Criminal Justice Research Methodology (3)

Crim Just 345 Corrections (3)

DIVISION OF POLITICS, ADMINISTRATION, AND JUSTICE

DIVISION CHAIR

Phillip Gianos

DIVISION OFFICE

University Hall 511

DIVISION WEBSITE

http://hss.fullerton.edu/polisci

PROGRAMS OFFERED

Bachelor of Arts in Criminal Justice

Minor in Criminal Justice

FACULTY

Rhonda Allen, W. Garrett Capune, George M. Dery, III, James Lasley, Jarret Lovell, Stacy Mallicoat, Kevin Meehan, Jill Rosenbaum

Elective Curriculum (12 units)

Crim Just 310B Criminal Law: Procedural (3)

Crim Just 350 Principles and Concepts of Investigation and Reporting (3)

Crim Just 385 Minorities and the Criminal Justice System (3)

Crim Just 405 Criminal Justice Policy (3)

Crim Just 422 Human Resources Management (3)

Crim Just 425 Juvenile Justice Administration (3)

Crim Just 430 Women and Crime (3)

Crim Just 450 Organized Crime and Intelligence Analysis (3)

Crim Just 455 Gangs and the Criminal Justice System (3)

Crim Just 462 Crime Analysis (3)

Crim Just 465 Law, Punishment, and Justice (3)

Crim Just 470 Sex, Crime and Culture (3)

Crim Just 472 The Judicial Process

Crim Just 475T Topics in Administration of Justice: A Seminar (3)

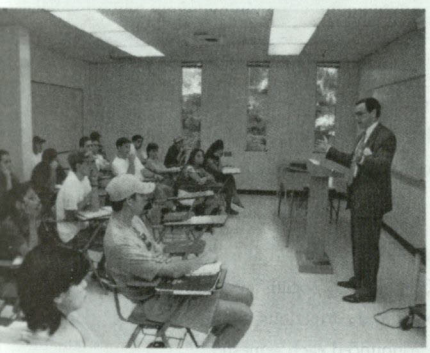
Crim Just 480 Courtroom Evidence (3)

Crim Just 485 Search, Seizure and Interrogation I (3)

Crim Just 486 Search, Seizure and Interrogation II (3)

Crim Just 495 Internships (3)

Crim Just 499 Independent Study (1-3)



Correlated Curriculum (9 units)

Courses in the related fields shall be selected by the student in consultation with an adviser. The purpose of this requirement is to allow for an awareness of the disciplines contributing to the creation of "criminal justice" as a separate subject. Upper-division courses in such fields as philosophy, political science, psychology and public administration are included. For a list of courses that can count in this regard, check with the Division office.

Writing Requirement (3 units)

One of the following courses:

Crim Just 350 Principles and Concepts of Investigation and Reporting (3)

English 301 Advanced College Writing (3)

English 365 Legal Writing (3)

For further information on these alternatives, please see a Criminal Justice adviser.

Second Language Graduation Requirement

Students in the Bachelor of Arts in Criminal Justice program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN CRIMINAL JUSTICE

The Minor in Criminal Justice consists of a total of 18 units including three required and three elective courses to be chosen from the Criminal Justice curriculum. The required courses are:

Crim Just 300 Introduction to Criminal Justice (3)

Crim Just 310A Criminal Law: Substantive (3)

Crim Just 330 Crime and Delinquency (3)

CRIMINAL JUSTICE COURSES

Courses are designated as CRJU in the class schedule.

300 Introduction to Criminal Justice (3)

A study of the underlying ideological issues confronting America's system of criminal justice, with an emphasis on key concepts in conflict (law and order, rehabilitation vs. retribution, etc.)

310A Criminal Law: Substantive (3)

Prerequisite: Crim Just 300. The general doctrines of criminal liability in the United States and the classification of crimes as against persons, property and the public welfare. The concept of governmental sanction of the conduct of the individual.

310B Criminal Law: Procedural (3)

Prerequisite: Crim Just 300. Legal problems associated with the investigation of crime, the acquisition of evidence, the commencement of a criminal proceeding, the prosecution and defense of charges, sentencing and appeal. The development of existing procedures and examination of current efforts for reform.

315 The Enforcement Function (3)

Prerequisite: Crim Just 300. The historical and philosophical development of the enforcement function at federal, state and local levels; community controls, political pressures and legal limitations pertaining to law enforcement agencies at each level of government; police policies and problems vis-à-vis the administration of justice as a system.

320 Introduction to Public Management and Policy (3)

(Same as Political Science 320)

322 Leadership for Public Service (3)

(Same as Political Science 322)

330 Crime and Delinquency (3)

Prerequisite: Crim Just 300. This course provides an overview and analysis of the evolving and conflicting purposes and practices associated with the topics of criminology, crime and delinquency with an emphasis on contemporary strategies for the prevention, remediation and control of crime and delinquency.

340 Criminal Justice Research Methodology (3)

Prerequisite: Crim Just 300. Elementary statistics including descriptives, measurements and tests; data collection methods for effort evaluation and program prediction; systems analysis techniques.

345 Corrections (3)

Prerequisite: Crim Just 300. This course provides an overview and analysis of the evolving and conflicting purposes and practices associated with the adult corrections systems, with an emphasis upon contemporary strategies for treating/punishing offenders both while incarcerated, as well as while in the community.

350 Principles and Concepts of Investigation and Reporting (3)

Prerequisite: Crim Just 300. Principles of investigative activity practiced by police, courts and correctional subsystems. Reporting procedures and requirements. Meets classroom portion of upper-division writing requirement for Criminal Justice majors, or as an elective in the concentration curriculum.

385 Minorities and the Criminal Justice System (3)

Prerequisite: completion of General Education Category II and Category III.C.1; Crim Just 300 recommended. An introduction to the issues surrounding the charges of overt and indirect institutionalized racism in the criminal justice system. An overview of patterns of criminal behavior among minority groups in the U.S. will be discussed.

405 Justice Policy (3)

Prerequisites: Crim Just 300 and 330. Not open to students who have studied Criminal Justice policy as Crim Just 475T. The evolving purposes and practices associated with the development of criminal justice policies, principally in the United States. Particular topics, such as sentencing legislation, illustrate the development, adoption, and impact of public policy on criminal justice systems.

422 Human Resources Management (3)

(Same as Political Science 422)

425 Juvenile Justice Administration (3)

Prerequisite: Crim Just 300. Definitions of "delinquency" and the related responses of the interested institutions (police, courts and correction); the juvenile court (past and present), and prevention and correction programs (practicing and proposed).

430 Women and Crime (3)

Prerequisite: Crim Just 300 or Philosophy 302. An examination of women as criminals and victims, gender differences in criminal behavior and the role of women as professionals in the criminal justice system.

450 Organized Crime and Intelligence Analysis (3)

Prerequisite: Crim Just 300. History and development of organized crime. Current criminological strategies of control of organizational crime. Systems theories and other analytical techniques of police intelligence.

455 Gangs and the Criminal Justice System (3)

Prerequisites: Crim Just 300. Causal factors of, and legal solutions to, gang-related crime in the United States are examined. Relevance of sociological, psychological, economic, and educational deviance theories to justice intervention strategies is emphasized.

462 Crime Analysis (3)

Prerequisites: Crim Just 300 and 340. This course will examine the crime analysis function within the law enforcement organization, demonstrate how to develop, implement and operate a crime analysis unit, and discuss the nexus between crime analysis, field and investigative operations, and administrative bureaus.

465 Law, Punishment and Justice (3)

Prerequisite: Crim Just 300. Theoretical scholarship in criminal justice is increasingly concerned with law in relation to delivery of justice and practices of punishment. Students will examine the rule of law, question whether justice is different from law, and review the role punishment plays.

470 Sex, Crime and Culture (3)

Prerequisite: Criminal Just 300. Analysis of rationale for law's concern with sexual conduct, developed via discussion of selected offenses and offenders. Lectures and guest speakers also present opposing perspectives regarding the role of law enforcement, courts and correction. Research and reform will be reviewed. Field trips to be arranged.

472 The Judicial Process (3)

Prerequisites: Crim Just 300 or Political Science 375. The nature, functions and roles of courts. Roles of major participants in the American legal system, including judges, attorneys and citizens. The administration of justice as a system. (Same as Political Science 472)

475T Topics in Administration of Justice: A Seminar (3)

Prerequisite: Crim Just 300. Current social, legal and practical problems confronting police, courts and corrections. A "variable topic" class with specific subjects to be announced each semester.

480 Courtroom Evidence (3)

Prerequisite: Crim Just 300. The rules of evidence in the context of a criminal trial in a California court. The rules, their application and their rationale. Lecture, discussion and simulated courtroom situations.

485 Search, Seizure and Interrogation I (3)

Prerequisite: Crim Just 300 or consent of instructor. Analysis of the laws that apply in common street search-and-seizure and interrogation situations in California; how they have evolved, and what developments are anticipated.

486 Search, Seizure and Interrogation II (3)

Prerequisite: Crim Just 300 or consent of instructor. An analysis of the laws that apply in some search-and-seizure and interrogation situations, such as those involving the border patrol and College officials.

492 Pre-law Internship (3)

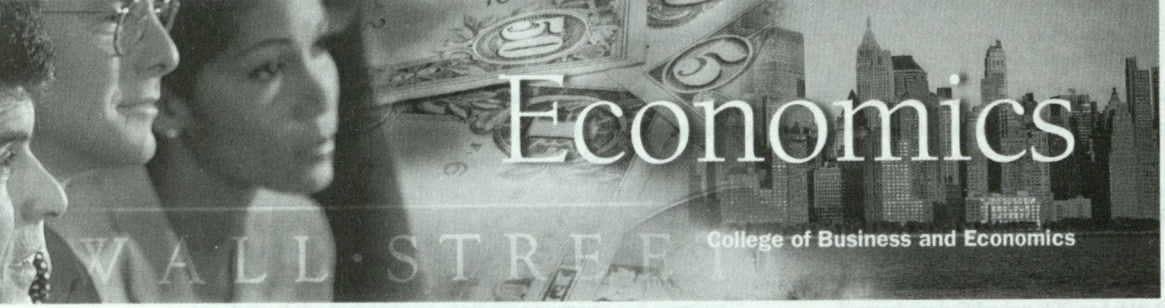
(Same as Political Science 492)

495 Internships (3)

Prerequisites: Crim Just 300 or senior standing and consent of instructor. The criminal justice professions; eight to 20 hours per week as a supervised intern in a public agency or related organization. In addition to the job experience, interns meet in a weekly three-hour seminar.

499 Independent Study (1-3)

Prerequisites: at least 12 units of criminal justice and consent of adviser. Student selects an individual research project, either library or field. Conferences with adviser as necessary, culminating in one or more papers. May be repeated for credit.



DEPARTMENT CHAIR
Morteza Rahmatian

DEPARTMENT OFFICE
Langsdorf Hall 702

DEPARTMENT WEBSITE
www.business.fullerton.edu/economics

DIRECTOR, CENTER FOR ECONOMIC EDUCATION
Chiara Gratton-Lavoie

CENTER FOR ECONOMIC EDUCATION
Langsdorf Hall 530

PROGRAMS OFFERED

Bachelor of Arts in Business Administration

Concentration in Business Economics

Bachelor of Arts in Economics

Minor in Economics

Master of Arts in Economics

Master of Business Administration

Concentration in Business Economics

FACULTY

Radha Bhattacharya, Victor Brajer, Kwang-wen Chu, James Dietz, Vincent Dropsy, Adrian Fleissig, Andrew Gill, Jane Hall, Walter Hettich, Sei-Wan Kim, Davina Ling, Robert Mead, Robert Michaels, Howard Naish, Dipankar Purkayastha, Morteza Rahmatian, Lakshmi Raut, Suddhasatwa Roy, Denise Stanley, David Wong, Feng Xiao

INTRODUCTION

As a scholarly discipline, economics is over two centuries old. The nature of economic analysis has been described by John Maynard Keynes as ". . . a method rather than a doctrine, an apparatus of the mind, a technique of thinking which helps its possessors to draw correct conclusions."

Economic issues are powerful enough to shape the world. Slowly but surely, economic issues make their way to your pocketbooks. Many pressing social issues have their roots in economics. Microeconomic principles set the foundation for business. Macroeconomic policies shape the destinies of nations. Keynes put it a little more eloquently when he said, "The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed the world is ruled by little else."

Economics is a fascinating major that helps you develop analytical skills that open doors to a wide range of jobs. Economists work in government, Wall Street, law, banking, finance, insurance, regulation, sports, health, aging, academia, all aspects of business, and in international agencies like the International Monetary Fund and the World Bank.

According to the National Association of Business Economists (NABE), "The key skills of the economic analyst compared to other business analysts is the ability to link industry/market developments to the overall economy, i.e., to see the forest as well as the trees. The broad training of economists provides a flexibility that allows them to turn their hand to a broad range of analytical problems—a critical attribute in a company experiencing a redirection of industry interests."

Students pursuing graduate degrees in many other fields, such as the social sciences, business, public administration, public health, environmental studies, urban studies, law, and journalism find that economics is their best choice for an undergraduate major or minor, given the extensive economic content of these programs.

The faculty of the economics department participates in programs leading to both undergraduate and graduate degrees. One undergraduate program leads to a Bachelor of Arts degree with a major in Economics. Another undergraduate program, which has a focus on business, leads to a Bachelor of Arts degree with a major in Business Administration and a concentration in Business Economics. Both programs prepare the student for a wide variety of career opportunities in business and government as well as advanced studies in economics, business, public administration, and law.

Graduate study is offered in the department, leading to a Master of Arts degree in Economics.

Advisers

The Business Advising Center, Langsdorf Hall 731, provides information on admission, curriculum and graduation requirements; registration and grading procedures; residence and similar academic matters. In addition, all economics majors should see a faculty adviser in the Department of Economics for information on career opportunities and advanced study. Undergraduates should consult the department office for the name of their faculty adviser. Graduate students should consult the graduate adviser, Dr. Dipankar Purkayastha.

Credential Information

For students interested in a teaching credential, the Department of Economics offers courses which may be included in Subject Matter Preparation Programs and Supplementary Authorization Programs for elementary and secondary teaching.

Further information on the requirements for teaching credentials is found in the Teaching Credential Programs section of this catalog and is also available from the Department Office for Elementary and Bilingual Education and the Department Office for Secondary Education. Students interested in exploring careers in teaching at the elementary or secondary school levels should contact the Office of Admission to Teacher Education, Education Classroom 207.

Awards in Economics

Economics Outstanding Graduate Student Award

Economics Outstanding Senior Award

Economics Wall Street Journal Student Award

Formuzis-Pickersgill-Hunt Student Paper Award

Murray Wolfson Memorial Scholarship

Economics Faculty Student Achievement Award

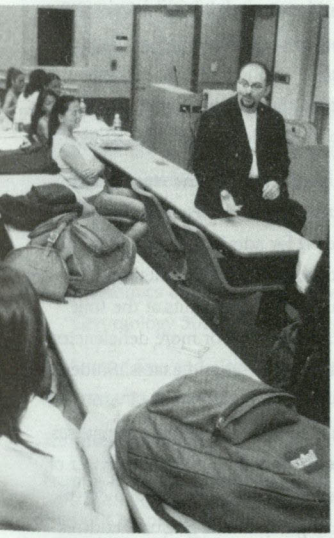
Norman Townshend-Zellner Award

Levern Graves Award

The Emeriti Faculty and Staff Award

Stewart Long Graduate Student Award

Klein Family Award



BACHELOR OF ARTS IN ECONOMICS

Admission to the Economics major involves two steps. Students who apply to the major are initially classified as Pre-economics. After completing the lower-division core requirements with grades of at least "C" (2.0), students may apply to the Economics major. Pre-economics students may take lower-division business and economics courses, but most upper-division courses are not open to Pre-economics students.

The Bachelor of Arts in Economics requires a minimum of 120 units which includes courses for the major, General Education, all university requirements, and free electives. All of the following requirements must be met for the degree. Students must earn a grade of at least "C" (2.0) in *each* course listed below. However, a "C" (2.0) *average* will be acceptable in the upper-division economics electives. For assistance in interpreting these requirements, contact the Business Advising Center, Langsdorf Hall 731. Students should also contact their faculty adviser in the Economics Department prior to or during their first semester.

Required Lower-Division Courses

Accounting 201A Financial Accounting (3)

Accounting 201B Managerial Accounting (3)

OR Math 150B Analytic Geometry and Calculus (4)

Business Admin 201 Business Writing (3)

Econ 201 Principles of Microeconomics (3)

Econ 202 Principles of Macroeconomics (3)

InfoSys/DecSci 265 Introduction to Information Systems and Applications (3)

Math 135 Business Calculus (3)

OR Math 130A Short Course in Calculus (4)

OR Math 150A Analytic Geometry and Calculus (4)

Required Upper-Division Courses

Business Admin 301 Advanced Business Communication (3)

Econ 310 Intermediate Microeconomic Analysis (3)

Econ 320 Intermediate Macroeconomic Analysis (3)

Econ 340 Economic Research Methods (3)

InfoSys/DecSci 361A Quantitative Business Analysis: Probability & Statistics (3)

and 15 units of upper-division economics electives (6 units of which must be 400-level)

No more than 3 units of independent study may be used to meet the 400-level electives requirement.

Other Requirements, Grades and Residence

Second Language Graduation Requirement. Students in the Bachelor of Arts in Economics program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for a Bachelor's Degree" elsewhere in this catalog.)

Other Subjects. Students must complete all university requirements for the bachelor's degree. A student who majors in economics can take a certain number of free electives toward the university requirements. The undergraduate adviser will guide the student in selecting courses which match a student's specific interests and career goals. Many of the courses suggested by the adviser enhance the job opportunities of the student. Students planning to do graduate work in economics are advised to take Math 150A,B; Econ 440 and Econ 441.

Grade-Point Average (GPA). Attain at least a 2.0 GPA ("C" average) in all university courses and in the upper-division economics electives. Earn at least a "C" (2.0) grade in *each* course required for the major (other than the upper-division economics electives).

Grade Option. Take all required courses in economics, accounting and management science/information systems for a letter grade (A,B,C,D,F). The credit/no credit grading option may not be used for these courses, and a grade of "CR" (credit) will not satisfy the requirements for the degree. Exception: a course in calculus may be taken under the credit/no credit grading option; however, if it is also taken to meet general education requirements, then it must be taken for a letter grade.

Residence. At least 15 units of courses must be taken in residence at the College of Business and Economics at Cal State Fullerton. Also, students must fulfill University residence requirements.

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

See "Business Administration, Business Economics Concentration."

MINOR IN ECONOMICS

The economics minor covers the basics in the discipline of economics and gives students the opportunity to explore personal interests through electives. Note that a course in calculus (Math 135 or equivalent) is prerequisite to Econ 310 and 320. Students must earn a grade of at least "C" (2.0) in each course listed below.

Required Lower-Division Courses

Econ 201 Principles of Microeconomics (3)

Econ 202 Principles of Macroeconomics (3)

Required Upper-Division Courses

Business Admin 301 Advanced Business Communications (3)

OR equivalent

Econ 310 Intermediate Microeconomics Analysis (3)

OR Econ 315 Intermediate Business Microeconomics (3)

Econ 320 Intermediate Macroeconomics Analysis (3)

and 9 units of upper-division economics electives

Required Courses for Business Administration Majors

Students with a major in business administration and a concentration other than economics, who wish to minor in economics, must take Econ 201, 202, and 310 (or 315) as part of their major.

For such students, these requirements in the minor will be waived and the minor will consist of Econ 320 and nine units of upper-division economics electives.

Students with a major in business administration and a concentration in business economics may not also minor in economics.

MASTER OF BUSINESS ADMINISTRATION

See "Business Administration, MBA Specialist Plan."

MASTER OF ARTS IN ECONOMICS

This program provides preparation for professional careers in private industry and government and provides a foundation for further graduate work at the doctoral level. Full-time and part-time students can be accommodated. Most of the courses are scheduled in the evening.

The curriculum is designed for students with an undergraduate degree in business administration or economics and consists of 10-11 courses (30-33 units). Provided that all prerequisites have been satisfied, the program may be completed in three semesters (full time) or in six semesters (part time).

The required courses progress from economic theory through economic model building and estimation to the seminar course on current research, where students are exposed to the latest research in various areas of economics. The graduate curriculum includes four to six courses (12-18 units) of electives. Students have the option of writing a thesis (the thesis track is 30 units) or taking a comprehensive exam (the comprehensive exam track is 33 units) to earn their degree.

Most graduate courses in the College of Business and Economics require classified "CBE status" and are open only to students with classified standing in the M.A. in Economics, M.B.A., M.S. in Accountancy, M.S. in Information Systems, or M.S. in Taxation programs.

Admission

Minimum requirements for admission to the MA program are the following:

1. A baccalaureate from an accredited institution.
2. Good standing at the last college attended.
3. Minimum grade point average of 2.5 in the last 60 semester units (or 90 quarter units) attempted.
4. A GPA of at least 3.0 in the following courses or their equivalents (corresponding CSUF courses are in parenthesis): Business Calculus (Math 135), Principles of Microeconomics (Econ 201), Principles of Macroeconomics (Econ 202), Intermediate Microeconomics (Econ 310 or Econ 315), Intermediate Macroeconomics (Econ 320), Probability and Statistics (InfoSysDecSci 361A), and one advanced undergraduate elective in economics.
5. For international students, a score of 570 on the paper exam or 230 on the computer-based TOEFL is required.
6. 1000 points in verbal and quantitative sections in the Graduate Record Examination (GRE).
7. Three confidential letters of recommendation and a Statement of Purpose from the applicant sent directly to the Graduate Adviser in Economics. Persons who have known the candidate professionally should write the letters of recommendation. There are no forms. The letters should be written with official letterheads, and the letters should discuss both the strengths and the weaknesses of the applicant. The statement of purpose should not exceed 750 words.

An applicant who does not meet one or more of the requirements above (including international students who score between 550 and 570 on TOEFL), may still be considered for admission, depending on the evaluation of the entire application file (the students must, however, have a GPA of 2.5 in the last 60 semester units at the time of admission). If admitted, an applicant with one or more deficiencies may be asked to take specified deficiency courses and exams. Students admitted with deficiencies are called "conditionally classified" students. Conditionally classified students can take a limited number of courses at the graduate level, subject to the approval of the graduate adviser of the department. Students are expected to advance promptly to classified standing. Classified students are eligible to take graduate courses for which they are qualified.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

M.A. CURRICULUM

Within one semester of admission, the students are advised to prepare a study plan. A study plan reflects a selection of approved courses that have been taken or will be taken by the student to earn the graduate degree.

Students are urged to meet as soon as possible with the graduate adviser in the Department of Economics to file a study plan and advance to classified standing.

Any study plan course in which a "D" (1.0) grade is received must be repeated with at least a "C" (2.0) grade, regardless of the overall grade-point average of the student.

Required Courses (15 units)

Econ 441 Introduction to Mathematical Economics (3)

Econ 502 Advanced Microeconomic Analysis (3)

Econ 503 Advanced Macroeconomic Analysis (3)

Econ 504 Econometric Analysis (3)

Econ 595 Current Research in Economics (3)

OR approved 500-level substitute

Area & Elective Courses (12-18 units)

Area courses require nine units chosen from the student's field of interest. Coursework may focus on the following areas:

1. Environmental and natural resource economics (six units from Econ 416, 461, 462 and six units approved 500-level electives);
2. International economics and finance (Econ 411, 433, and six units approved 500-level electives);
3. Applied economic analysis involving coursework related to industrial organization and labor (six units from Econ 410, 412, 413, and six units approved 500-level electives);
4. Public economics (six units from Econ 416, 417, 420, 421, and six units approved 500-level electives);
5. Banking and finance (Econ 420, 421, and six units approved 500-level electives); and
6. Economics of human capital, health and aging (Econ 412, Gerontology 506 and six units approved 500-level electives.

Among area and elective courses, 12 units must be taken with at least six units at the 500 level and at least six units must be in economics.

Terminal Evaluation (0-3 units)

Econ 598 Thesis Research (3)

OR Comprehensive Exam

ECONOMICS COURSES

Courses are designated as ECON in the class schedule.

100 The Economic Environment (3)

The application of economics to the problems of unemployment and inflation, the distribution of income, competition and monopoly, the role of government in the economy, and other policy issues. Not open to pre-business, business administration majors or minors, economics majors or minors, or international business majors.

201 Principles of Microeconomics (3)

Principles of individual consumer and producer decision-making in various market structures; the price system; market performance and government policy.

202 Principles of Macroeconomics (3)

Prerequisite: Econ 201. Principles of macroeconomic analysis and policy; unemployment and inflation; financial institutions; international trade; economic growth; comparative systems.

310 Intermediate Microeconomic Analysis (3)

Prerequisites: Econ 202 and Math 135. Corequisites: Business Admin 301 and InfoSys/DecSci 361A or equivalent. Rational decision-making behavior of consumers and firms and price and output determination in markets. Primarily for economics majors, but open to all students who qualify.

315 Intermediate Business Microeconomics (3)

Prerequisites: Econ 202 and Math 135. Corequisites: Business Admin 301 and InfoSys/DecSci 361A or equivalent. Analysis of business decisions in alternative market structures with special emphasis on problem solving in a business context using economic concepts and methods. Not open to economics majors. Students may not receive credit for both Economics 310 and 315.

320 Intermediate Macroeconomic Analysis (3)

Prerequisites: Econ 202 and Math 135. Corequisites: Business Admin 301, InfoSys/DecSci 361A or equivalent. The determinants of the level of national income, employment and prices, and monetary and fiscal policies.

330 Comparative Economic Systems (3)

Prerequisite: Econ 100 or 201. Alternative economic systems; their theoretical foundations, actual economic institutions, and achievements and failures. Contrast between socialist and capitalist systems.

331 Economies in Transition (3)

Prerequisite: Econ 100 or 201. The transformation from centrally-planned to market-oriented economies in Russia and Eastern Europe. Focuses on the economic, social and political costs and benefits involved in the restructuring of economic systems.

332 Economies of the Pacific Rim (3)

Prerequisite: Econ 100 or 201. Dimensions of industrialization, agriculture, investment, human resources, and trade in economies of the Far East (including Japan and China), India, and related nations of the Pacific Rim.

333 Economic Development: Analysis and Case Studies (3)

Prerequisite: Econ 100 or 201. The processes of economic growth with references to developing areas. Capital formation, resource allocation, relation to the world economy, economic planning and institutional factors, with case studies.

334 Economics of Latin America and the Caribbean (3)

Prerequisite: Econ 100 or 201. Corequisite: Business Admin 301. Examines regional economic problems within an international context: dependence, industrialization and the international corporation; agriculture; regional cooperation; inflation; trade and debt problems. Major economic thinkers will be discussed.

335 The International Economy (3)

Prerequisite: Econ 100 or 201. The theory, practice and institutions of the international economy. International trade and investment, balance of payments, foreign exchange rates, multi-national enterprise, international economic policy. Current trade issues: European Community, trade with developing countries, Eastern Europe, and the states of the former Soviet Union; General Agreement on Tariffs and Trade (GATT) and other major trade agreements.

340 Economic Research Methods (3)

Prerequisites: Econ 202, InfoSys/DecSci 361A or equivalent. This course will introduce the student to the basics of applied economic research. Students will learn how to access existing economic knowledge, locate and compile economic data, and analyze economic problems using theory and quantitative methods.

350 American Economic History (3)

Prerequisite: Econ 100 or 201. The development of American economic institutions; economic problems, economic growth and economic welfare.

351 European Economic History (3)

Prerequisite: Econ 100 or 201. The evolution of European economic institutions and their relation to the development of industry, commerce, transportation and finance in the principal European countries.

355 Economics of Gender and Work (3)

Prerequisites: Completion of General Education category III.C.1 and upper division standing. An economic analysis of demographic trends and changing gender roles and experiences in paid and unpaid work, education, earnings, and market discrimination using economic theory. International comparisons. (Same as Women's Studies 355.)

361 Urban Economics (3)

Prerequisite: Econ 100 or 201. Theory and analysis of the urban economy, urban economic problems and policy.

362 Environmental Economics (3)

Prerequisite: Economics 100 or 201. Economic analysis of environmental problems and related issues: externalities, property rights, social costs and benefits, user cost, rent and decision making under uncertainty.

410 Industrial Organization (3)

Prerequisites: Business Admin 301, Econ 310 or equivalent. Business organization, conduct and performance; the rationale and impact of public policy on business and business activities, including the regulated industries, sick industries and antitrust policy.

411 International Trade (3)

Prerequisites: Business Admin 301, Econ 310 or 315 or equivalent. Theories of international trade. Gains from trade, effects of tariff and non-tariff barriers, and conduct of commercial policy. The balance of payments, the theories of exchange rate determination, and other international economic issues.

412 Labor Economics (3)

Prerequisites: Business Admin 301, Econ 310 or equivalent. Labor supply and demand, labor force participation, employment, unemployment, human capital, wage differentials, disadvantaged labor market groups, discrimination and wage-related income transfers.

413 Law and Economics (3)

Prerequisites: Business Admin 301; Econ 310 or 315. An economic analysis of the common law-property, contract, and tort-focusing on the use of microeconomic theory to study the economic efficiency characteristics and effects of these laws. An emphasis will be placed on the analysis of specific legal cases.

415 Economics of Health (3)

Prerequisites: Satisfied upper-division baccalaureate writing requirement, Econ 340 or the equivalent, or consent of the instructor. Application of economic reasoning to the analyses of health-related issues, markets, practice, education, research, and policy within social and political contexts.

416 Benefit Cost and Microeconomic Policy Analysis (3)

Prerequisites: Business Admin 301; Econ 310 or equivalent. Application of microeconomic models and welfare economics to public policy. Concepts of economic efficiency, economic surplus and equity. Measurement of policy effects, including benefit-cost analysis, with applications to selected policy areas such as education and environmental programs.

417 Public Finance (3)

Prerequisites: Business Admin 301, Econ 310 or equivalent. Government finance at the federal, state, and local levels; the impact of taxation and spending on resource allocation, income distribution, stabilization and growth.

420 Money and Banking (3)

Prerequisites: Business Admin 301, Econ 320 or equivalent. The money supply process and the impact of monetary policy on economic activity.

421 Monetary and Fiscal Policy (3)

Prerequisites: Business Admin 301, Econ 320 or equivalent. The techniques of monetary and fiscal policy and their relative roles in promoting economic stability and growth.

431 International Macroeconomics and Growth (3)

Prerequisites: Business Admin 301 and Econ 320. Macro-economic analysis of the open economy: the impact of stabilization policies in a global economy, the role of the balance of payments, the international monetary system and growth in less developed countries.

433 The Less Developed Countries and the World Economy (3)

Prerequisites: Econ 310, 315, or 515 and Econ 320 or 521. In-depth analytical study of development and underdevelopment in the poorer countries in the context of a changing international economic order. Both the neo-classical and the political economy approaches will be discussed. Includes case studies from Asia, Africa, and Latin America.

440 Introduction to Econometrics (3)

Prerequisites: Business Admin 301, Econ 340, InfoSys/DecSci 361A or equivalent. Economic measurement: specification and estimation of econometric models; statistical methods in economic research.

441 Introduction to Mathematical Economics (3)

Prerequisites: Business Admin 301, Econ 202 and Math 135 or equivalent. Economic theory from microeconomics and macroeconomics. Content varies; constrained optimization problems and rational decision-making.

450 History of Economic Thought (3)

Prerequisites: Business Admin 301 and Econ 310 or 320. Major schools of thought and of leading individual economists as they influenced economic thought and policy.

461 Ecological Economics (3)

Prerequisites: Business Admin 301 and Econ 310 or 315 or equivalent. The application of economic concepts and methods to understanding the ways in which human economic behavior contributes to environmental and ecosystem degradation; the use of economic approaches to evaluate and manage these impacts; the design of sustainable economic policies.

462 Natural Resource Economics (3)

Prerequisites: Business Admin 301 and Econ 310 or 315 or equivalent. Concepts and principles in the application of economics to issues in natural resource economics. Issues will include uncertainty and risk in investment, depletion over time, cartelization, the role of technological innovation and government intervention related to fuels, water, land, etc.

495 Internship (1-3)

Prerequisites: Economics major with Business Admin 301, InfoSys/DecSci 361A, Econ 310 or 320 or the equivalents; or international business major with Econ 202 and 335, InfoSys/DecSci 361A or the equivalents; and consent of the department internship adviser, at least junior standing, 2.5 GPA and one semester in residence at the university. Planned and supervised work experience. May be repeated for a total of six units' credit. Credit/No Credit grading only.

499 Independent Study (1-3)

Prerequisites: Economics major or concentration, Business Admin 301, Econ 310 and 320 or the equivalents, senior standing, and consent of department chair. Directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

502 Advanced Microeconomic Analysis (3)

Prerequisites: Econ 310 or equivalent and classified graduate status in Economics. An advanced treatment of rational decision-making behavior of consumers and firms, the price system, and resource allocation in partial and general equilibrium settings. Topics include preference theory, welfare economics, gains from trade, monopoly power, external costs and benefits, public goods, factor markets, intertemporal decisions, risk and uncertainty.

503 Advanced Macroeconomic Analysis (3)

Prerequisites: Econ 320 or equivalent and classified graduate status in Economics. The determination of employment, fluctuations of real and money income, and the forces underlying economic growth.

504 Econometric Analysis (3)

Prerequisites: Econ 440 or equivalent and classified graduate status in economics. Contemporary methods used in econometric research with a focus or methods used in regression analysis, cross-section and panel data methods, and advanced topics of non-linear models, simulations and limited dependent variables.

505 Economic Models and Forecasting (3)

Prerequisites: Econ 440 and classified graduate status in economics. Statistical methods of econometric estimation and forecasting. Practical solutions to problems in model specification, estimation by regression, time series analysis and forecasting.

506 Economics of Aging (3)

(Same as Gerontology 506)

515 The Price System and Resource Allocation (3)

Prerequisites: Classified CBE status and Math 135 or the equivalent. Microeconomic analysis and policy under mixed capitalism. The economic environment and institutions, markets, consumer choice, production and resource allocation. Monopoly power and government intervention. (Not open to M.A. Economics candidates.)

516 Economics and Benefit-Cost Analysis (3)

Prerequisites: Econ 201 and classified graduate status in Economics, or Environmental Studies or Public Administration. Economics and benefit-cost analysis of public projects. Consumer demand and the estimation of benefits; the nature of cost in a market economy; price controls, unemployment and inflation; and criteria for choice, for multi-year projects. For elective credit in the M.S. Environmental Studies or Master of Public Administration.

521 Macroeconomic Theory and Policy (3)

Prerequisites: Econ 310 or 515 or equivalent and classified CBE status. National income determination and macroeconomic models. Inflation and unemployment. Monetary and fiscal policies. International trade and foreign exchange (Not open to M.A. Economics candidates or students with credit for Economics 320.)

531 International Economics (3)

Prerequisites: Econ 310 or 315 or 515 or equivalent and classified CBE status, and Econ 320 or 521. Analysis of theories and current issues in international trade, finance, macroeconomics and growth, with an emphasis on business applications.

590 Topics in Economic Analysis and Policy (3)

Prerequisites: Econ 310 and 320 or equivalent; classified graduate status in economics. Contemporary research in areas such as: resource economics; history of economic thought; international monetary systems; forecasting; economics of planning; trade and development; human resource economics. May be repeated for credit.

595 Current Research in Economics (3)

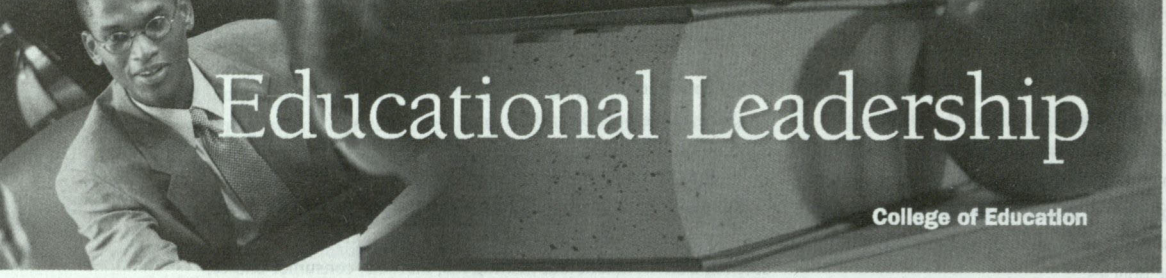
Prerequisites: classified graduate status in economics or Econ 440 and permission of the instructor. Students attend the departmental research seminars where faculty and outside speakers present papers dealing with recent and ongoing research. Students read material relevant to presentations and write analytical reports covering selected seminar meetings.

598 Thesis Research (3)

Prerequisites: Econ 502, 503 and classified graduate status in economics. Corequisite: Econ 505. Selection and approval of topic; outline; methodology; literature survey; data collection and analysis; presentation of results. Award of the grade is contingent upon the completion and acceptance of the thesis.

599 Independent Graduate Research (1-3)

Prerequisites: Econ 440, 502 and 503; classified graduate status; and consent of instructor and Department Chair (or designee). Directed advanced independent inquiry. May be repeated for credit. Not open to students on academic probation.



Educational Leadership

College of Education

COLLEGE OF EDUCATION
DEAN (ACTING)
Ashley Bishop

DEPARTMENT OF EDUCATIONAL LEADERSHIP

DEPARTMENT CHAIR
Dr. Louise Adler

DEPARTMENT OFFICE
Education Classroom Building 531

DEPARTMENT WEBSITE
http://ed.fullerton.edu/edleadership

PROGRAMS OFFERED

Master of Science in Education

Concentration in Educational Administration

Preliminary Administrative Credential

Professional Administrative Credential

School Business Management Certificate (University Extension)

Doctor of Education in Educational Administration and Leadership

Emphasis in Instructional Leadership

FACULTY

Louise Adler, Joyce Lee, Ron Oliver, Linda Orozco, Ken Stichter

MISSION

Our mission is to prepare school leaders who demonstrate strategic, instructional, organizational, political and community leadership; and to provide the community a source of scholarship and assistance in interpretation and application of scholarship.

GOALS OF THE DEPARTMENT

The goals of the department are to prepare educational leaders who demonstrate a wide array of knowledge, skills, attributes, and commitment.

Strategic Leadership

Leadership requires the ability to develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities.[1]

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.[2]

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.[2]

Instructional Leadership

Leadership requires the ability to design appropriate curricula and instructional programs, to develop learner-centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction.[1]

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.[2]

Organizational Leadership

Leadership requires the ability to understand, initiate and/or improve the organization, implement operational plans, manage financial resources, and apply effective management processes and procedures.[1]

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.[2]

Political Leadership

Leadership requires the ability to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to understand and act professionally regarding the ethical implications of policy initiatives and political actions, to regulate public policy initiatives to student welfare, to understand.[1]

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.[2]

Community Leadership

Leaders must collaborate with parents and community members; work with community agencies, foundations, and the private sector; respond to community interests and needs in performing administrative responsibilities; develop effective staff communications and public relations programs; and act as mediators for the various groups and individuals who are part of the school community.[1]

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.[2]

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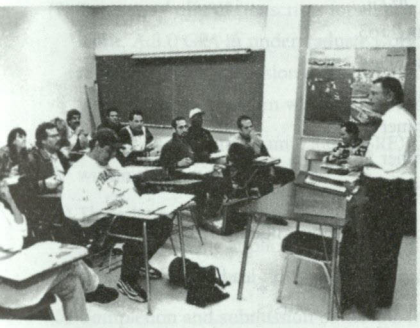
[1] NCATE-Approved Curriculum Guidelines for Advance Program in Educational Leadership 1995.

[2] California Professional Standards for Educational Leaders 2001.

PHILOSOPHY OF THE DEPARTMENT

Administration of schools for the 21st Century demands that education leaders demonstrate:

- Commitment to high standards;
- Strong ethical values;
- Credible instructional leadership;
- Understanding of social and political trends and the changing role of education in our society;
- Problem solving ability and the skills necessary to promote and adapt to change and use collaboration to build a shared vision for schools;



- Capacity to collaborate effectively with a wide range of non-school agencies and community organizations which can help schools achieve their mission;
- Commitment to life long learning which empowers students, staff, and themselves. We believe that: every child must achieve academic success in school;
- Every school must educate for an American democracy that values the norms and practices of diverse groups and at the same time celebrates shared community values;
- School leaders must be reflective practitioners;
- Knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives that enable students to connect their education to their experiences.

Policies of the Department

Candidates for our programs will be selected on the basis of leadership potential and commitment to the improvement of education, and will engage in a rigorous course of study.

The department is committed to a continual effort to plan and revise programs in collaboration with university colleagues, our students, and the leaders of the schools in the communities we serve.

The courses offered by the department are arranged in a specific order, which must be followed by all students. Cohorts of students are formed and move through the courses as a group.

The department expects every student to use their university email address and check their university portal regularly. The university has computing facilities that can be used by students to email or access the web.

Credential Requirements

Students who wish to apply for credential programs must complete a separate applicant portfolio. Contact the College of Education Admission Office for a copy of the requirements and information.

Students applying for the Preliminary Administrative Credential Program are required to have three years teaching experience when entering the program. Waiver requests for 1-2 years of experience are considered for those starting a second career or under unusual circumstances.

The minimum GPA required to be recommended for a certificate of eligibility or a credential is an average of 3.0 for all classes taken in the credential program.

Review at the End of the First and Second Semester

Any faculty member who may have concerns about the progress of a student in the program or their suitability to be recommended for administrative positions in the public schools may request a department review of the student's performance at the end of the student's first or second semester in the program. The issue will be considered at a department meeting.

Should the consensus of the faculty confirm the concerns, the department chair will provide specific written information to the student as to the nature of the concerns and the steps necessary to resolve the concerns. The chair will meet with the student and the cohort leader to discuss the concerns and necessary steps to resolve the concerns.

In situations where the continued participation of the student in the program is not recommended by the department, the policy and procedures for removing a student from the program will be followed.

ADMINISTRATIVE SERVICES CREDENTIAL

The Administrative Services Credential programs of the Department of Educational Leadership are approved by the California Commission on Teacher Credentialing. Because regulations governing these programs change, students should contact the department office for current information and requirements.

Preliminary Credential

The Preliminary Administrative Services Certificate/Credential is the "Tier I" administrative credential in California, requiring a total of 26-31 units of work (which may be incorporated into the master's degree program). Upon receipt of the Preliminary credential, one is eligible for employment as an administrator in California public schools. A Master's Degree is required for California State University to recommend a candidate for this credential.

Professional Credential

The Professional Administrative Services Credential is the "Tier II" administrative credential. Candidates with strong administrative experience and a strong professional portfolio can complete the credential requirement at CSUF in as little as one semester. Candidates must hold a Master's Degree in Educational Administration and/or completed an accredited Preliminary Administrative Credential Program.

Students enrolled in the Ed.D. program complete the normal program requiring a total of 26 semester hours. Please note that holding a job as administrator and the Preliminary Credential are prerequisites to entry to the program for the Professional Credential. For Further Information, please contact the Program Director, Dr. Linda Orozco (lorozco@fullerton.edu).

SCHOOL BUSINESS MANAGEMENT CERTIFICATE

This certificate is offered through Cal State Fullerton's University Extended Education program. It provides a 25-unit specialization for people who work in or want to move into the field of school business management. Classes reflect general skills and specific functions of school business management, capped by a practicum designed to demonstrate what has been gained in classroom study. The instructors are practitioners with successful experience as school business managers.

For further information on the program including program objectives, eligibility, and registration, please visit the University Extended Education website at http://www.csufextension.org.

MASTER OF SCIENCE IN EDUCATION (EDUCATIONAL ADMINISTRATION)

The principal objective of the curriculum is to prepare carefully selected individuals for leadership positions in public schools. The program is designed to help these individuals gain the technical knowledge and scholarship requisite to high achievement in these positions.

Application Deadlines

To assure full consideration, the deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines.

Application deadlines change depending on demand and enrollment allocations. Check with the department for current information.

Admission to Graduate Standing: Conditionally Classified

University requirements include: a baccalaureate degree from an accredited institution and a grade-point average of at least 3.0 in the last 60 semester units attempted (see "Graduate Regulations" section of this catalog for complete statement and procedures). In addition, an applicant should have a successful teaching experience in an elementary or secondary school. (If such experience is not available, other experience in related fields is an alternative if approved by a graduate adviser before starting the program). A candidate portfolio is also required.

Graduate Standing: Classified

A student who meets the admission requirements and has a minimum 3.0 GPA in previous academic work may be granted classified graduate standing upon the development and approval of a study plan.

Study Plan

The study plan must include 30 units of course work. Course requirements include field experience and a project.

No more than nine units of postgraduate work taken prior to classified standing may be applied to a student's master's degree program.

The adviser-approved 30 units (minimum) on the study plan will include:

Core Course Work (8 units)

Ed Admin 503 Organizational Leadership (3)

Ed Admin 505 Instructional Leadership (4)

Ed Admin 510 Research Design (3)

Concentration Course Work (20 units)

Ed Admin 561 Policy, Governance, Community Relations (3)

Ed Admin 563 Human Resource Administration (2)

Ed Admin 564 School Law and Regulatory Process (3)

Ed Admin 565 School Finance (3)

Ed Admin 566 Leadership in Public Schools (3)

Ed Admin 567 Fieldwork (1,1,1)

Project (3 units)

Ed Admin 597 Project (1,1,1)

For advisement and further information, consult the graduate program adviser.

Cohort Order of Classes

Once students are admitted to the Tier I/Preliminary Administrative Credential Program, they are required to take all of the courses in a prescribed order shown below.

FALL START	SPRING START
Fall 597	Spring 597
Fall 505	Spring 505
Fall 567	Spring 567
Spring 510*	Summer 510
Spring 503	Summer 567
Summer 565	Summer 503
Summer 561	Fall 561
Summer 597*	Fall 565
Fall 563	Spring 563
Fall 564	Spring 564
Fall 567	Spring 567
Spring 566	Summer 566
Spring 567	Summer 567
Spring 597*	Summer 597*

* May not be required of credential only students.

Prior approval is required from the cohort leader and department chair to change the order or timing of courses.

DOCTOR OF EDUCATION (ED.D.) IN EDUCATIONAL ADMINISTRATION AND LEADERSHIP – EMPHASIS IN INSTRUCTIONAL LEADERSHIP

The program is jointly offered with the University of California, Irvine. The overall purpose of the program is to prepare leaders capable of achieving educational excellence and equity, with significant attention to equality of opportunity for the diverse groups of students in the region served. The program is designed as an innovative intersegmental partnership with promise for preparing leaders who can contribute to effective reforms that cut across the education sectors. It is an academically grounded professional degree designed to meet the needs of individuals preparing for careers of leadership in which they will continuously apply theory and research to policy and practice.

A distinguishing feature of the program is its emphasis on the integration of theory, research, and practice in preparing leaders to plan, initiate, and assess local reforms to improve educational programs and outcomes. Its attention to field-based study of educational problems is intended to improve linkages between graduate preparation, research, and practice and contribute to both the knowledge base in education and the improvement of public education.

The program prepares leaders for K-12 education who understand the critical changes educational institutions are facing; who can create, lead, and study innovative reforms; and who are committed to critical examination of educational practices and policies. It achieves this goal

in large part through the active involvement of a distinguished and multi-disciplinary group of faculty from the participating campuses, a uniquely strong group of scholars committed to this innovative graduate program and its purpose of transforming educational institutions for the twenty-first century.

The distinctive features of the program are:

- Focus on problems of education practice and evaluation of educational programs addressing important educational needs.
- Involvement of faculty with varied disciplinary perspectives and integration of different perspectives in examining field-based problems.
- Use of a range of research methods to focus on actions to improve educational outcomes for all students.
- Focus on addressing curricular, instructional, assessment, and governance reforms and the implications for diverse educational settings.

Admissions Requirements

The application deadline is usually January 15th.

Minimum requirements for admission include:

(1) Completion of master's degree in education or a closely related field.

(2) Two sets of official transcripts for all post-secondary academic work. A 3.0 GPA in undergraduate work is the normal minimum requirement for admission to doctoral study. The GPA earned in a master's degree program will also be considered.

(3) A Graduate Record Examination (GRE) General Test Score taken within the past five years.

(4) Three letters of recommendation from individuals who have knowledge of the applicant's professional competency, leadership potential, and capacity to benefit from the Ed.D. program.

(5) Completion and submission of the UC Irvine On-line Application for Graduate Admission. Go to http://ed.fullerton.edu/jointEd.D.htm and click on Application Information.

(6) Completion and submission in hardy copy of the CSU/UCI Joint Ed.D. Supplemental Application available at http://ed.fullerton.edu/jointEd.D.htm.

The Supplemental Application includes:

1. Professional résumé
2. Description of research experience
3. Writing sample (thesis, project, or portfolio or an academic article)
4. Written responses to two questions

(7) A personal interview may be required for candidates who are identified as likely candidates for admission.

Program of Study

The program includes three summers, each consisting of ten weeks of study and two complete academic years of course work, followed by a period during which the candidate advances to candidacy and undertakes the dissertation. The three years of study are to be completed at UC Irvine and at CSU campuses, with the ten-week periods of summer study at UC Irvine. Classes during the academic year will be held in the late afternoons and evenings and occasionally on weekends to accommodate the schedules of working professionals.

All candidates are required to be enrolled at UC Irvine and at CSU campuses for a minimum of three quarters or semester equivalents. That is, every candidate in the program will be formally in residence (i.e., enrolled in the equivalent of at least one 4-unit course) at UC Irvine, as well as at a CSU campus, for no less than three quarters.

The courses offered throughout the program are expected to be taken by individuals who also hold full-time positions. Their full-time employment is viewed as an asset and as providing important opportunities to apply theoretical and empirical material covered in their coursework. The program of study distributed over 12 months will facilitate (a) integration of graduate studies and practice, (b) periods of intensive study among candidates, and (c) opportunities to work with faculty from UCI and CSU Fullerton.

Each candidate in the program is required to demonstrate the integration of theory, research, and practice. This will occur through three mechanisms. First, each candidate will be required to successfully complete a minimum of two quarters of field research or qualitative research methods courses focused on the study of educational practice. Second, many courses in the program will include a required inquiry-oriented field study. Candidates will be expected to undertake field-based, analytic projects that are consistent with the objectives of the particular course. Third, candidates in the program will typically select a practice-based research topic for their dissertation. In the conduct of the dissertation—i.e., in planning, in data collection and analysis, and in preparing the final dissertation—candidates will be expected to integrate theoretical and conceptual frameworks with significant questions of school practice. This approach to integrating theory, research and practice is intended to prepare candidates for the study of local educational issues during the program and thereafter.

The core curriculum includes study in two major areas. The first area, *leadership of educational reform*, includes five core courses, four emphasis area electives, and a pro-seminar that address issues in leadership, reform, and diversity. The second area of study focuses on *research methodologies for examining educational issues and their applications to improving practice.* Candidates will take five core courses, two elective courses relevant to their area of emphasis, and a pre-dissertation seminar in which they become familiar with a range of qualitative and quantitative methodologies and develop expertise in particular methods for examining educational issues, practices, and policies. They will develop competencies that prepare them to apply research and evaluation skills to the examination and analysis of educational practices in diverse settings.

Candidates will apply their research competencies as they complete a culminating dissertation that will be a rigorous, research-based study. In candidates' dissertations, they will apply knowledge and research skills acquired in the program to examine a significant topic pertaining to K-12 practice or policy. CSUF and UCI faculty will assist candidates in developing dissertations that are scholarly works that also contribute to the schools or other institutions in which they work, and have the potential to bring about important educational reforms in the region.

Dissertation

All students in the CSU/UC Irvine Joint Ed.D. program will complete a rigorous research-based dissertation that integrates theory and research in the study of educational practice. The dissertation will include the results of the candidate's independent research and will typically focus on examination of (a) an educational problem, (b) a

practice or program, or (c) an educational policy or reform. Most dissertations will be studies undertaken in the local context, having the potential to contribute to solutions of local educational problems. Dissertations will utilize a range of qualitative and quantitative research and evaluation methodologies. The dissertation will present the results of the candidate's independent investigation in a manner that contributes both to professional knowledge in education and to the improvement of educational practice. Examples might include studies examining and/or evaluating reforms in curriculum and instruction, professional development, assessment, and applications of technology.

Each Ed.D. student's dissertation must conform to University of California regulations and specifications with regard to format and method of preparation as described in *Manuscript Preparation: Standards and Procedures, Master's Theses and Ph.D. Dissertations*. Candidates in the program will be expected to attend information sessions in which procedures for dissertation manuscript preparation and filing are presented.

Defense of Dissertation

During a final oral examination the candidate defends the dissertation. The dissertation defense will address the theoretical and conceptual background, relevant literature, data collection techniques, data analysis strategies, and results and implications concerning the question(s) studied.

Academic Appeals for Ed.D.

The CSU/UC Joint Ed.D. program take courses at California State University, Fullerton and at partner institutions. Should the need to file an academic appeal arise, the student should address the appeal to the institution offering the course or courses in which the issue arises. Similarly, if an issue is raised regarding the qualifying examination, approval of the dissertation proposal, defense of the dissertation, or acceptance of the dissertation, the appeal will be made at the institution of the chair of the committee considering the document or managing the process.

EDUCATIONAL ADMINISTRATION COURSES FOR M.S. AND PRELIMINARY CREDENTIAL

Courses are designated as EDAD in the class schedule.

Students who desire only isolated courses from the program are normally denied admission to such courses.

501A,B,C Collaborative Professional Portfolio Assessment of Competence for School Leaders (4,4,4)

Prerequisite: one year of experience as a school administrator. Comprehensive course for Professional Administrative Services (Tier II) credential candidates. Candidates will demonstrate mastery of fieldwork performance standards by preparing a professional portfolio of work-embedded artifacts, evidences and documentation. A collaborative assessment process (student, university faculty, mentor, colleagues in the course) will establish the candidate's competency in each of the California Standards for Educational Leaders adopted by the California Commission on Teacher Credentialing. Successful completion of the course provides for university-approval and recommendation to the CCTC for the full and clear Professional Administrative Services Credential (Tier II). This course is a post-master's credential course, offered credit/no credit only.

503 Organizational Leadership (3)

Prerequisite: admission to Preliminary Credential and/or master's program. The focus of this class is on using organizational theory and leadership studies to understand schools and how to bring about change in schools. The course includes study of the organization, structure, and cultural context of schools and the study of techniques used to guide, motivate, delegate, build consensus, and lead others in the achievement of goals.

505 Instructional Leadership (4)

Prerequisite: Admission to credential and/or M.S. program. Study of approaches for advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth.

510 Research Design (3)

Prerequisites: admission to Preliminary Credential and/or master's program and a grade of "B" (3.0) or better in Ed Admin 505. Introduces students to the major forms of both quantitative and qualitative research used in education. Students will learn how to select an appropriate research method and the characteristics of sound research. Stress will be placed on making reasoned judgments as consumers of research as well as selecting appropriate information collection strategies as school leaders.

561 Policy, Governance, Community Relations (3)

Prerequisite: Ed Admin 503. In this course students study the factors which determine public policy with regard to education, the roles of the various levels of government in controlling public education, how to identify various interest group, and how to communicate effectively about school programs.

563 Human Resource Administration (2)

Prerequisite: Ed Admin 503. This course focuses on the importance and dimensions of human resource administration and the need to attract, retain, develop, and motivate school personnel in ways that enhance learning and professional development and that lead to positive and productive school settings. Includes study of collective bargaining and employee evaluation in public schools.

564 School Law and Regulatory Process (3)

Prerequisite: Ed Admin 503. This course reviews the federal, state and local educational laws, regulations and other policies that govern schools and the requirements that administrators act in accordance with these laws and regulations in ways that are ethically and legally defensible.

565 School Finance (3)

Prerequisite: Ed Admin 503. Course reviews effective management of fiscal resources and business services. The course covers the sources of income to public schools: federal, state, local, and private (including grants and foundations). It also reviews sound budgetary and business procedures for schools.

566 Leadership in Public Schools (3)

The course focuses on the leadership roles of principals, co-administrators, and supervisors in public schools. Content includes leadership, reflective practice, human relations, the administrator's role in group process, site based decision-making, school climate change agent roles, and planning models. Violence and school safety issues such as gangs will be studied.

567 Fieldwork (1)

Prerequisite: admission to credential and/or master's program. Directed fieldwork in administrative areas in school. May be repeated for up to 3 units credit.

597 Project (1-2)

Prerequisites: Ed Admin 510. Individual research on a graduate project, with conferences with a faculty adviser, culminating in a project.

599 Independent Graduate Research (1-3)

Prerequisite: consent of instructor. Independent inquiry for qualified students.

EDUCATIONAL ADMINISTRATION AND LEADERSHIP DOCTORAL CLASSES

Courses designated EDD in the class schedule.

600 Organizational Theory and Challengers for Instructional Leadership (3)

Examines organizational theories and their application to the role of instructional leadership. Also explores theories from leadership and management literatures, which predicate the conceptual development of the role of instructional leadership. Explores implications of these theories for effective performance as instructional leaders.

601 Quantitative Methods for Instructional Leaders (3)

Prerequisites: Admission to Joint Doctoral Program and consent of program adviser are required. This course provides an introduction to the conceptual and methodological bases of quantitative analysis in instructional leadership. Topics include issues of research design, measurement and statistical analysis.

602 Field Research for Instructional Leaders I (3)

Prerequisite: Admission to Joint Doctoral Program and consent of program adviser are required. Students acquire the knowledge, dispositions, and critical thinking skills necessary for conducting field research and apply these skills to designing and implementing applied research projects that create knowledge for solving dilemmas related to instruction and learning.

603 Field Research for Instructional Leaders II (3)

Prerequisite: Admission to Joint Doctoral Program and consent of program adviser are required. Addresses conceptual frameworks and literature related to effective instructional leadership. Focuses on identifying, conducting, analyzing, and interpreting field research in education toward the purpose of improving school practice.

604 Forecasting and Planning for Emerging Instructional Needs (3)

Prerequisite: Admission to Joint Doctoral Program and consent of program adviser are required. Students investigate theories and methods that promote accurate forecasting of the impact of social, economic, political, cultural, academic, and demographic trends as they affect curriculum and instruction. Emphasis is also placed on how these indicators can be used to engage effective planning.

605 Methods of Collection and Analysis of Assessment Data (3)

Prerequisite: Admission to Joint Doctoral program. Methods of system-level data collection and analysis of outcomes of instruction are explored. Examines the complexity and efficacy of using various types of data for making judgments at the system level about the effectiveness of instruction across classrooms and schools.

620 Ethical and Legal Dimensions of Instructional Leadership (3)

Concepts of ethics (e.g., self-interest, free will, social responsibility, duty) are explored as the basis for legal standards (protection of individual rights, fair treatment, equality of opportunity, duty of care, public trust) through the study of education case law that deals with instructional leadership.

621 Leadership of Curricular and Instructional Practices (3)

Prerequisite: Admission to Joint Doctoral Program and consent of program adviser are required. Examines current issues in curriculum design and implementation. Explores: forces affecting the curriculum; curriculum continuity and articulation; content trends in the subject areas; appropriate curriculum for students from diverse backgrounds; curriculum censorship; and effective instructional leadership for school curriculum improvement.

622 Human Dimensions of Instructional Reform and Change (3)

Prerequisite: Admission to Joint Doctoral Program and consent of program adviser are required. To prepare effective change agents, this course examines issues associated with change. Topics include change as a sociopolitical process; sources and purpose of change; coping with multiple reform efforts; decision-making processes; implementation of reforms; problems of resistance to change in curriculum and instruction; and change as a continuous process.

623 The Politics of School Reform (2)

Prerequisite: Admission to Joint Doctoral Program and consent of program adviser are required. Explores the theoretical and practical aspects of school reform politics with particular attention to curricular and instructional reform. Topics include: history of school reform, role of city government in school reform, racial and ideological divisions over school reform, and the political challenge of building coalitions for sustainable reform.

624 Educational Policy Cycles and Instructional Leadership

An in-depth study of topics relevant to instructional leadership and educational policy cycles. Topics include the policymaking process, the role of values and interest groups, policy analysis, equality of educational opportunity, how policy efforts are reshaped, and systemic reform. Policy issues such as high-stakes testing, curricular mandates, and accountability are used as exemplars.

625 Constructivist Leadership: Advancing Educational Performance (2)

Prerequisite: Admission to Joint Doctoral Program and consent of program adviser are required. Explores conceptual models and research studies that inform leadership as a constructivist practice. Topics include a review of leadership standards, assessment of leadership, creating learning communities, and building leadership capacity in schools.

626 Transforming Teaching and Schools

Through a multidisciplinary approach, explores perspectives for transforming education. Topics include educational dilemmas; how schools recreate society; multiple influences on schooling; previous and current curriculum reform efforts.

637 Emerging Developments in Subject Areas

This team-taught elective course focuses on cutting edge developments in reading/English language arts, math, science, and social studies curricula; the critical connection between staff development program and instructional leadership; and methods for engaging parents and the community in support of instructional improvements.

698 Dissertation Research (8)



DEPARTMENT CHAIR

Mostafa Shiva

DEPARTMENT OFFICE

Engineering 100A

DEPARTMENT WEBSITE

http://www.fullerton.edu/ecs

PROGRAMS OFFERED

Bachelor of Science in Electrical Engineering

Master of Science in Electrical Engineering

Option in Systems Engineering

FACULTY

Maqsood Ahmed Chaudhry, David Cheng, John Clymer, George Cohn, Shahin Ghazanshahi, Mohinder Grewal, Karim Hamidian, Hassan Hamidi-Hashemi, Young Kwon, Chennareddy Reddy, Mostafa Shiva, Fleur Tehrani, Jesus Tuazon, Raman Unnikrishnan

ADVISERS

Undergraduate program adviser:
Jesus Tuazon

Graduate program coordinator:
Mostafa Shiva

Graduate admissions:
Jesus Tuazon

All department full-time faculty serve as advisers; see electrical engineering bulletin board for names, office hours and room numbers.

MISSION AND OBJECTIVES

Mission Statement

Consistent with the university's mission, learning is the first priority in the Department of Electrical Engineering.

To implement its mission the Electrical Engineering programs at CSUF provide the best qualities of teaching, scholarship and professional practice. The Department is committed to facilitate the education of both engineering undergraduate and graduate students for their entrance in, and significant contribution to, the engineering profession. Our students are actively engaged and work in collaboration with faculty and staff to acquire and expand knowledge. The objectives for our mission are further elaborated under "Department Educational Objectives."

Department Educational Objectives

The goals of the Department are as follows:

1. To provide the best of current practice, theory, research and intellectual study in the humanities to prepare students for challenging careers in engineering, strengthen relationships to their communities and contribute ethically and productively to society;
2. To educate students who, actively engaged with faculty and staff, work in collaboration to acquire and expand knowledge;
3. To provide service to the profession, the state of California, the country and to the world-wide development of engineering.

A critical focus of the education, research and service programs with the Department is to afford undergraduates of varying backgrounds and abilities every opportunity for achieving success in the engineering professions.

Program Educational Objectives (PEOs)

To achieve these goals, the faculty and students of the Department of Electrical Engineering, with input from other constituents, have established the following program educational objectives:

A. To prepare students for successful careers in electrical engineering and related fields and for further studies;

B. To train students thoroughly in methods of analysis including the mathematical and computational skills appropriate for electrical engineers to use when solving problems;

C. To develop skills pertinent to the design process, including the students' ability to formulate problems, to think creatively, to communicate effectively, to synthesize information and to work collaboratively;

D. To teach students to use current experimental and data analysis techniques for engineering application;

E. To instill in students an understanding of their professional, social and ethical responsibilities and need for lifelong learning.

The level of achievement of PEOs is measured by analyzing the Program Outcomes.

Program Outcomes

A. An ability to apply knowledge of mathematics, science, and engineering.

B. An ability to design and conduct experiments, as well as to analyze and interpret data;

C. An ability to design a system, component, or process to meet desired needs;

D. An ability to function on multi-disciplinary teams;

E. An ability to identify, formulate, and solve engineering problems;

F. An understanding of professional and ethical responsibility;

G. An ability to communicate technical material effectively;

H. The broad education necessary to understand the impact of engineering solutions in a global and societal context;

I. A recognition of the need for, and an ability to engage in, lifelong learning

J. A knowledge of contemporary issues;

K. An ability to use the techniques, skills and modern engineering tools necessary for engineering practice.

2 + 2 Articulated Program with Community Colleges

The department has developed 2+2 articulation agreements with community colleges to provide students seamless transfer to the CSUF Electrical Engineering Program. This allows full-time students, taking the courses specified by the Electrical Engineering Department each semester, to graduate in two years following transfer to CSUF.

INTRODUCTION

The Bachelor of Science degree in Electrical Engineering is accredited by the Accreditation Board for Engineering and Technology (ABET). The electrical engineering program provides the students with the knowledge of basic and advanced topics in the areas of design and analysis of VLSI and electronic circuits, design and analysis of computer architecture, microprocessors, communication systems, signal processing, and control systems. This program develops an ability to apply design and analysis knowledge to the practice of electrical engineering in an effective and professional manner. This knowledge can be applied to various engineering practices in aerospace, computer, electrical, electronics and other applied fields.



High School Preparation

The entering high school student should have a preparation which includes two years of algebra, geometry, trigonometry, and one year of physics or chemistry. Students deficient in mathematics or chemistry must take special preparatory courses, i.e., Mathematics 125 and Chemistry 115, which will not carry credit for the major. (See Mathematics Section for Entry Level Mathematics test and Math-Science Qualifying Examination requirements.)

Transfer Students

A transfer student shall complete a minimum of 30 units in residence of which at least 15 units shall be taken in upper-division engineering courses. Work taken at another college or university on which a grade of "D" (1.0) was earned may not be substituted for upper-division courses.

BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

The undergraduate program requirements for the bachelor of science in electrical engineering are comprised of four major segments: foundation courses in mathematics and the physical sciences; basic engineering courses; general education courses in the arts, humanities, social sciences, biological sciences and other related areas; and a sequence of courses to fulfill the requirements of the Electrical Engineering degree.

Undergraduate students are required to meet with their academic adviser every semester during the first year and at least once a year thereafter. Students are strongly encouraged to see their academic advisers frequently. All courses taken in fulfillment of the requirements for the bachelor's degree must be taken for a letter grade, i.e., under grade Option 1. All mathematics and physical science courses required for the degree must be completed with at least a "C minus" (1.7) grade to count as prerequisite courses to engineering courses or as credit towards the degree. Graduate courses are not open to undergraduate students without approval of the program coordinator.

NOTE: The current Electrical Engineering curriculum is under revision. For the most recent degree requirements, please refer to the department's web site.

Mathematics and Science Courses (33)

Mathematics 150A Calculus (4)

Mathematics 150B Calculus (4)

Mathematics 250A Multivariate Calculus (4)

Mathematics 250B Introduction to Linear Algebra and Differential Equations (4)

Chemistry 120A General Chemistry (5)

Physics 225, 225L Fundamental Physics: Mechanics and Lab (4)

Physics 226, 226L Fundamental Physics: Electricity and Magnetism and Lab (4)

Physics 227, 227L Fundamental Physics: Waves, Optics, and Modern Physics and Lab (4)

Engineering Core Courses (24)

EGME 102 Graphical Communications (3)

EGCE 201 Statics (3)

EGEE 203 Electric Circuits (3)

EGGN 205 Digital Computation (3)

EGCE 302 Dynamics (3)

EGME 304 Thermodynamics (3)

EGME 306A Unified Laboratory (1)

EGGN 308 Engineering Analysis (3)

EGGN 314 Engineering Economy (2)

General Education Courses

I. *Core Competencies (9)*

A. Oral Communication (3)
Honors 101B, Human Comm 100, or Human Comm 102

B. Written Communication (3)
English 101

C. Critical Thinking (3)
Honors 101A; Philosophy 105, 106; Psychology 110; Reading 290; or Human Comm 235

II. Historical and Cultural Foundations (9)

A. Development of World Civilization (3)
History 110A or 110B

B. American History, Institutions and Values (6)

1. American History (3)
Afro Ethnic Studies 190, American Studies 201, Chicano 190, History 180, 190, or Honors 201A

2. Government (3)
Poli Sci 100

III. Disciplinary Learning (31)

A. Mathematics and Natural Sciences (16)

1. Mathematics
Mathematics 150A (4)

2 Natural Sciences

a. Physical Science
Chemistry 120A and Physics 225, 225L

b. Earth and Astronomical Sciences
Not applicable for engineering majors

c. Life Science
Biology 101 (3)

3. Implications and Explorations in Mathematics and Natural Sciences
Not applicable for engineering majors

B. Arts and Humanities (9)

1. Introduction to the Arts (3)
Art 101, 201A, 201B, 311, 312, Dance 101, Music 100, Theater 100

2. Introduction to the Humanities (3)
Any lower-division course in this category listed in the current class schedule

3. Implications, Explorations and Participatory Experience in the Arts and Humanities (3)
Any upper-division course in this category in the current class schedule

C. Social Sciences (6)

1. Introduction to the Social Sciences (3)
EGGN 314 and one of EGCE 490, EGEE 490 or EGME 490

2. Implications, Explorations and Participatory Experience in the Social Sciences (3)
Any upper-division course in this category listed in the current class schedule

IV. Lifelong Learning
This category is not applicable to engineering majors

V. Cultural Diversity
Take at least one star (*) course in Sections III.B.3 or III.C.2

Upper-Division Writing Requirement

In addition to the Examination in Writing Proficiency (EWP), all of the following courses are required to fulfill the upper-division English writing requirement:

EGEE 303L Electronics Laboratory (1)

EGME 306A Unified Laboratory (1)

EGEE 310L Electronic Circuits Laboratory (2)

EGEE 485 Electrical Engineering Design Projects Laboratory (3)

OR EGEE 407L Digital Computer Design Lab (3)

Written work for these courses must meet professional standards. All these courses must be passed with at least a "C" (2.0) grade.

Second Language Requirement

Since the Bachelor of Science in Electrical Engineering is a high-unit program, majors are exempt from the Second Language Graduation Requirement.

Required Courses in Electrical Engineering (34 units)

Enrollment in these courses is limited to students who meet the prerequisites.

EGEE 203L Electric Circuits Lab (1)

EGEE 245 Computer Logic & Architecture (3)

EGEE 245L Computer Logic and Architecture Lab (2)

EGEE 303 Electronics (3)

EGEE 303L Electronics Lab (1)

EGEE 309 Network Analysis (3)

EGEE 310 Electronic Circuits (3)

EGEE 310L Electronic Circuits Lab (2)

EGEE 311 Field Theory and Transmission Lines (3)

EGEE 313 Introduction to Electromechanics (3)

EGEE 323 Engineering Probability and Statistics (3)

EGEE 407L Digital Computer Design Lab (3)

OR EGEE 485 Electrical Engineering Design Projects Lab (3)

EGEE 409 Introduction to Linear Systems (3)

EGEE 490 Seminar in Electrical Engineering (1)

Note: EGEE 303L, 310L, 485 and 407L must be passed with at least a "C" (2.0) grade. EGEE 203 and EGEE 303 must be passed with at least a "C minus" (1.7) grade.

Technical Electives in Electrical Engineering (11 units)

Before enrolling in any elective course, approval of the adviser must be obtained. At least 3-5 units of design content must be included. Senior project, EGEE 497 (1-3), and Independent Study, EGEE 499 (1-3), are elective courses; the student must complete a study application form and submit it for approval to the supervising faculty member and the department head prior to the semester in which the course work is to begin.

VLSI and Electronic Circuits

EGEE 313 L Power Laboratory (1)

EGEE 404 Intro to Microprocessors and Microcomputers (3)

EGEE 404L Microprocessor Laboratory (1)

EGEE 410 Electro-Optical Systems (3)

EGEE 442 Electronic Circuits (3)

EGEE 445 Digital Electronics (3)

EGEE 448 Digital Systems Design with VHDL (3)

EGEE 455 Microelectronics and Nano Devices (3)

EGEE 465 Introduction to VLSI Design (3)

Communication Systems and Signal Processing

EGEE 313L Power Laboratory (1)

EGEE 404 Introduction to Microprocessors and Microcomputers (3)

EGEE 410 Electro-Optical Systems (3)

EGEE 420 Introduction to Digital Filtering (3)

EGEE 442 Electronic Circuits (3)

EGEE 443 Electronic Communication Systems (3)

EGEE 448 Digital Systems Design with VHDL (3)

EGEE 480 Optical Engineering and Communications (3)

EGEE 483 Introduction to Global Positioning Systems (GPS) (3)

EGEE 483L Global Positioning Systems Lab (2)

Control Systems

EGEE 313L Power Laboratory (1)

EGEE 404 Introduction to Microprocessors and Microcomputers (3)

EGEE 416 Feedback Control Systems (3)

EGEE 420 Introduction to Digital Filtering (3)

EGEE 424 Computer Simulation of Continuous Systems (3)

EGEE 425 Introduction to Systems Engineering (3)

EGEE 483 Introduction to Global Positioning Systems (GPS) (3)

Computer Engineering

EGEE 313L Power Laboratory (1)

EG-GN 403 Computer Methods in Numerical Analysis (3)

EGEE 404 Introduction to Microprocessors and Microcomputers (3)

EGEE 404L Microprocessor Lab (1)

EGEE 406 Design Applications with Microcontroller and FPGA (3)

EGEE 407 Digital Computer Architecture & Design I (3)

EGEE 407L Digital Computer Design Lab (3)

EGEE 412 Digital Computer Architecture and Design II (3)

EGEE 425 Introduction to Systems Engineering (3)

EGEE 445 Digital Electronics (3)

EGEE 448 Digital Systems Design with VHDL (3)

EGEE 455 Microelectronics and Nano Devices (3)

EGEE 465 Introduction to VLSI Design (3)

MASTER OF SCIENCE IN ELECTRICAL ENGINEERING

To qualify for admission in conditionally classified standing, applicants must meet the following university and departmental requirements:

1. Bachelor's degree from a regionally accredited institution.
2. Bachelor's degree in an engineering program which is accredited by the Accreditation Board for Engineering and Technology (ABET).
3. Good standing at the last institution attended.
4. Minimum GPA of 2.75 in the last 60 semester units and 3.0 in the last 15 units of electrical engineering courses attempted.

Students with grade deficiencies, degrees from non-ABET accredited universities, or undergraduate majors other than Electrical Engineering may be considered for conditional admission. However, any deficiencies must be made up prior to advancing to classified standing and prior to beginning course work for the master's degree. Requirements for fulfilling deficiencies include a minimum of six units of adviser-approved course work. Deficiencies must be completed with minimum 2.5 GPA and with at least 2.75 GPA in the last nine deficiency units.

Each applicant file will be reviewed by the department graduate admissions adviser. Upon admission, the applicant is required to make an appointment with the graduate program coordinator. The program coordinator will assign a faculty adviser based on the student's areas of interest and career objectives.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Classified Standing

A student who meets the above requirements for admission to conditionally classified standing may be granted classified standing contingent upon:

1. Completion of all required deficiency course work.
2. Fulfillment of the university writing requirement. Students with degrees from American universities must show proof of meeting an upper division writing requirement, pass the EWP, or complete English 301 or 360. Students who have degrees from foreign universities must pass the Examination in Writing Proficiency (EWP) or complete English 301 or 360 with a grade of "C" (2.0) or better.
3. Development and approval of a study plan prior to completing nine units toward the 30-unit degree requirement.

Students must meet with a faculty adviser to set up a study plan. Classification is not granted until the study plan is approved by the faculty adviser, the department head, and the Office of Graduate Studies. Any subsequent changes to the study plan must have prior written approval by the faculty adviser and department head.

Study Plan

The study plan consists of a minimum of 30 units adviser-approved upper-division and graduate-level course work which must be completed with an overall grade-point average of at least 3.0. At least half the units required for the degree must be in approved graduate (500-level) courses.

Required Courses (6 units)

EGGN 403 Computer Methods in Numerical Analysis (3)

Additional adviser-approved math-oriented course (3)

Concentration Courses (15 units)

A student is required to select a minimum of 15 units in Electrical Engineering. These units may be 400- and 500-level courses and are selected according to the student's area of interest. Course work may focus on the following areas: Communications Systems/Signal Processing, Computer Engineering, Control Systems, Microelectronics and Circuit Theory, Electromagnetic Field Theory and Optics and Systems Engineering. Graduate Project, EGEE 597 (1-3), and Thesis, EGEE 598 (6), are considered concentration courses.

Other Courses (9 units)

Elective units should be taken in Electrical Engineering or a related engineering field and are subject to adviser approval.

Exam/Thesis/Project Option

Subject to approval by the faculty adviser, students may select one of the following options for final review by the department graduate committee:

1. Satisfactory completion of a final oral comprehensive examination on coursework OR
2. Satisfactory completion of a formal project EGEE 597 (3 units) and a final oral comprehensive examination on coursework OR
3. Satisfactory completion and oral defense of a thesis EGEE 598 (6 units).

A typed draft of the thesis or project report must be submitted to the student's thesis or project committee no later than four weeks prior to the last day of the semester in which the oral defense of the thesis or project report is scheduled.

The thesis or project committee consists of a minimum of three members of the Electrical Engineering faculty. The thesis should cover original research and be prepared according to the university guidelines. Committee questions will be directed toward defense of the project report and include questions related to course work.

Guidelines for the preparation of theses and formal reports are available in the Electrical Engineering Department office and the university Graduate Studies office.

Students requesting Graduate Project (EGEE 597), Thesis (EGEE 598) or Independent Study (EGEE 599) must complete a study application form and submit it for approval to the supervising faculty member and department head prior to the semester in which the course work is to begin.

Advancement to Candidacy

Advancement to candidacy requires that the student file a graduation check prior to the beginning of the final semester (see class schedule for deadlines). Completion of requirements for the degree include a minimum GPA of 3.0 on all study plan course work, successful completion of a comprehensive examination or oral defense of a thesis or project, and recommendation by the Electrical Engineering faculty and Office of Graduate Studies.

MASTER OF SCIENCE IN ELECTRICAL ENGINEERING OPTION IN SYSTEMS ENGINEERING

Students seeking this option must meet the same requirements as the program in Electrical Engineering. In addition students selecting the systems engineering option will be required to include the following five courses in their study plans:

EGEE 580 Analysis of Random Signals (3)

EGEE 581 Theory of Linear Systems (3)

EGEE 582 Linear Estimation Theory (3)

EGEE 585 Optimization Techniques in Systems Engineering (3)

EGEE 587 Operational Analysis Techniques in Systems Engineering (3)

The remainder of the systems engineering study plan will include other engineering courses with an emphasis in a particular field such as information systems, control theory, computer systems, civil or mechanical engineering applications. Students possessing a Bachelor of Science in Engineering may elect to include up to nine units from approved subjects offered by the College of Business Administration and Economics as a part of their study plan.

ENGINEERING COURSES

Courses are designated as EGEE in the class schedule.

203 Electric Circuits (3)

Prerequisites: Physics 226; Math 250A; Prerequisite or corequisite: EGGN 205. Units; Ohm's and Kirchhoff's laws; mesh and nodal analysis, superposition; Thevenin and Norton theorems; RL and RC transients; phasors and steady state sinusoidal analysis; response as a function of frequency; current, voltage, and power relationships; polyphase circuits. (203=CAN ENGR 12; 203+203L=CAN ENGR 6)

203L Electric Circuits Laboratory (1)

Prerequisite or corequisite: EGEE 203. Simple resistive RL and RC circuits, electrical measurement techniques, verification of basic circuit laws through hard-wired breadboarding and CAD circuit simulation. (3 hours laboratory) (203+203L=CAN ENGR 6)

241 Low-Level Language Systems (3)

(Same as Computer Science 241)

245 Computer Logic and Architecture (3)

Prerequisite: EGGN 205 or equivalent. Logic design and organization of the major components of a computer, analysis and synthesis of combinational and sequential logics, analysis of the arithmetic, memory control and I/O units, concepts in computer control.

245L Computer Logic and Architecture Lab (2)

Prerequisite or corequisite: EGEE 245. Digital logic circuits; decoders, counters, serial and parallel adders, control circuits (1 hour lecture, 3 hours laboratory)

303 Electronics (3)

Prerequisites: Physics 227 and EGEE 203. Corequisite: EGEE 203L. Characteristics and elementary applications of semiconductor diodes, field-effect transistors and bipolar-junction transistors, and operational amplifiers; mid-frequency small-signal analysis and design of transistors.

303L Electronics Laboratory (1)

Prerequisites: EGEE 203L, 323 and English 101. Corequisite: EGEE 303. Study of semiconductor diodes, transistors and elementary electronic circuits through hard-wired breadboarding, CAD electronic simulation and analysis. (3 hours laboratory)

309 Network Analysis (3)

Prerequisites: EGEE 203 and EGGN 308. Prerequisite or corequisite: EGEE 203L. Performance of RLC circuits; complex frequency and the s-plane; frequency response and resonance; network topology; two-port network characterization; classical filter theory.

310 Electronic Circuits (3)

Prerequisites: EGEE 303 and 309. Continuation of 303, analysis and design of multistage and feedback amplifiers; frequency characteristics of amplifiers, frequency characteristics and stability of feedback amplifiers, differential amplifiers, design of IC circuit biasing, operational amplifiers and their applications.

310L Electronic Circuits Lab (2)

Prerequisite: EGEE 303L. Prerequisite or corequisite: EGEE 310. Single, multistage and feedback amplifiers; linear and digital integrated circuits, ADC and DAC design project. (3 hours laboratory, 1 hour lecture)

311 Field Theory and Transmission Lines (3)

Prerequisites: EGEE 203, Physics 226 and Math 250B. Introduction to waves and phasors; analysis and design of transmission lines; electrostatics and magnetostatics; boundary value problems; Maxwell equations.

313 Introduction to Electromechanics (3)

Prerequisites: EGEE 309 and 311. Electromagnetic fields and circuits; transformers, saturation effects. Simple electro-mechanical systems. Circuit models, terminal characteristics and applications of DC and AC machines.

313L Power Laboratory (1)

Prerequisite: EGEE 303L. Prerequisite or corequisite: EGEE 313. Experiments in electromagnetic fields and circuits, transformers, and electromechanical systems such as AC and DC machines (3 hours laboratory)

323 Engineering Probability and Statistics (3)

Prerequisite: EGGN 308. Set theory: axiomatic foundation of probability; random variables; probability distribution and density functions; joint, conditional, and marginal distributions; expected values; distribution of functions of random variables; central limit theorem; estimation.

404 Introduction to Microprocessors and Microcomputers (3)

Prerequisite: EGEE 245L. Hardware and software concepts in microprocessors, processor family chips, system architecture, CPU, input/output devices, interrupts and DMA, memory (ROM, RAM), electrical and timing characteristics, assembly language programming.

404L Microprocessor Laboratory (1)

Prerequisite: EGEE 245L. Prerequisite or corequisite: EGEE 404. I/O interfacing with a microprocessor system; familiarization with the operating system, assembler, debugger and emulator; design of keyboard, LCO display, RS 232, D/A converter, A/D converter and floppy disk interfaces. (3 hours laboratory)

406 Design Applications with Microcontroller and FPGA (3)

Prerequisites: EGEE 245 and 245L. Digital system application design using microcontrollers, FPGAs and CPLDs including programming hardware interfacing, A/D conversion, CLB, logic arrays, interconnections, testing and simulations

407 Digital Computer Architecture and Design I (3)

Prerequisite: EGEE 245L. Organization and design of major components of a digital computer including arithmetic, memory, input, output and control units. Integration of units into a system and simulation by a computer design language.

407L Digital Computer Design Laboratory (3)

Prerequisites: EGEE 245, 303L, and 407. Design and implementation of a small digital computer; adders, arithmetic unit, control unit, memory control unit, memory unit and program unit. May be taken in lieu of EGEE 485. (1 hour lecture, 6 hours laboratory).

409 Introduction to Linear Systems (3)

Prerequisite: EGEE 309. Development of time and frequency domain models for physical systems. The linearization process and representation with block diagrams and signal flow graphs; discrete-time systems and digital signals including use of Z-transforms; stability theory of continuous and discrete time systems.

410 Electro-Optical Systems (3)

Prerequisite: EGEE 311. Introduction to electro-optics; optical radiation characteristics and sources; geometrical and physical optics; lasers and electro-optical modulation; quantum and thermal optical radiation detectors; detector performance analysis; electro-optical systems modeling and analysis; application examples.

412 Digital Computer Architecture and Design II (3)

Prerequisite: EGEE 307. Modern architectures of computer systems, their CPU structure, memory hierarchies and I/O processors; conventional and microprogrammed control; high-speed and pipelined ALU; cache, virtual and interleaved memories, DMA, interrupts and priority.

416 Feedback Control Systems (3)

Prerequisite: EGEE 409. Feedback control system characteristics; stability in the frequency and time domains; analysis and design of continuous-time systems using root-locus, Bode and Nyquist plots, Nichols chart and applications.

420 Introduction to Digital Filtering (3)

Prerequisite: EGEE 409. Discrete-time signals and systems; solution of difference equations; Fourier transform for a sequence; Z-transform; discrete Fourier transform; FIR and IIR realizations; design of digital filters.

424 Computer Simulation of Continuous Systems (3)

Prerequisites: EGGN 205 and 308. Use of the digital computer for simulation of physical systems modeled by ordinary differential equations; problem formulation, in-depth analysis of two integration methods, and the use of a general purpose system simulation program such as CSSL.

425 Introduction to Systems Engineering (3)

Prerequisites: EGEE 245, EGEE 323 or Computer Science 240 and Math 338 for Computer Science majors. Introduction to systems engineering analysis and the systems approach; introduction to modeling, optimization, design and control; systems requirements analysis; analytical and computational solution methods; information processing; integrated systems.

430 Fuzzy Logic and Control (3)

Prerequisite: EGEE 409. Fuzzy logic and systems; comparison of classical sets, relations, and operators with fuzzy sets, relations and operators; fuzzy arithmetic and transformations; classical predicate logic and reasoning versus fuzzy logic and approximate reasoning. Applications to rule-based systems and control systems.

442 Electronic Circuits (3)

Prerequisite: EGEE 310. Power amplifiers and tuned amplifiers; RF amplifiers; modulation and detection circuits; oscillators; and operational amplifier applications.

443 Electronic Communication Systems (3)

Prerequisites: EGEE 310 and 323 or equivalent. Principles of amplitude, angular and pulse modulation, representative communication systems, the effects of noise on system performance.

445 Digital Electronics (3)

Prerequisites: EGEE 245 and 303. RC circuits, attenuators, compensation and scope probe. Logic circuits: DTL, TTL, STTL, LSTTL and ECL. Fanout, noise-immunity, switching speed, power consumption, input-output characteristics. Design and analysis of MOS logic circuits; PMOS, NMOS and CMOS gates, flip-flops, shift registers and memory circuits.

448 Digital Systems Design with VHDL (3)

Prerequisites: EGEE 245 and 303. Basic concepts and characteristics of digital systems, traditional logic design, LSI/VLSI logic design with VHDL, combinational and sequential logic, and their applications; timing and control, race conditions and noise, microcomputers, computer-aided programming, development systems, microcomputer system hardware design, input/output devices.

455 Microelectronics and Nano Devices (3)

Prerequisites: EGEE 303 and 311. Quantum mechanical principles, crystal structure, energy brand, carrier transport, carrier generation and recombination, p-n junction, bipolar transistor, MOSFET, MEFET and related devices, basic microwave and optoelectronic technology, crystal growth and fabrication, introduction to nano structure, nano devices and technology.

460 Introduction to Cellular Mobile Communications Systems (3)

Prerequisite: EGEE 443. Introduction to wireless mobile telecommunications, description and analysis of cellular radio systems, co-channel interference reduction, channel capacity and digital cellular systems

465 Introduction to VLSI Design (3)

Prerequisites: EGEE 245 and 303. Computer-aided design of VLSI circuits. MOS device structure, design rules, layout examples, CMOS standard cells. Speed power trade off, scaling, device and circuit simulation. VLSI design software tools. Routing method system design, Design Project. Chip fabrication through MOSIS service, testing.

480 Optical Engineering and Communications (3)

Prerequisite: EGEE 311 and Physics 227. Optics review, lightwave fundamentals, integrated optic waveguides, first design of fiberoptic system, analog and digital modulation, digital fiberoptic system design, baseband coding, digital video transmission in optical fiber, optical emitters and receivers, coherent optical communication, measurements in fiberoptic telecommunication

483 Introduction to Global Positioning Systems (GPS) (3)

Corequisite: EGEE 409. Description of Global Positioning Systems (GPS) and Differential Global Positioning Systems (DGPS), GPS navigation, errors. Satellite signals and co-ordinate transform math. Modeling for position and velocity. Application to navigation.

483L Global Positioning System Lab (2)

Corequisite: EGEE 483. Use and description of Novatel, Magelon, Ahstek, Collins and Tribel receivers. Computation of GPS and GEO stationary satellite positions from ephemeris data available on almanac. Errors such as selective availability, ionospheric, tropospheric, satellite ad receiver will be calculated and compensated in the data. (1 hour lecture, 3 hours laboratory)

485 Electrical Engineering Design Projects Laboratory (3)

Prerequisite: EGEE 310L. Learn the practical aspects of design and project construction. Select an instructor approved design project in electrical engineering. Use CAD program for schematic capture and simulation. Construct the final hardware according to the design specification. Complete a performance evaluation and demonstrate the final product. (1 hour lecture, 6 hours laboratory).

490 Seminar in Electrical Engineering (1)

Prerequisite: Senior standing in engineering. The engineering profession, professional ethics, and related topics.

497 Senior Project (1-3)

Prerequisite: Consent of adviser and instructor. Directed independent design project.

499 Independent Study (1-3)

Prerequisite: approval of study plan by adviser. Specialized topics in engineering selected in consultation with and completed under the supervision of the instructor. May be repeated for credit.

503 Information Theory and Coding (3)

Prerequisite: EGEE 323. Information measures, probabilistic studies of the transmission and encoding of information, Shannon's fundamental theorems, coding for noisy channels.

504A Linear Network Synthesis (3)

Prerequisite: EGEE 310. Synthesis of passive element driving-point and transfer-functions with emphasis on RC networks. Basic operational amplifier RC circuits and their performance limitations, introduction to second-order RC active filters. Parameter sensitivity analysis.

507 Detection Theory (3)

Prerequisite: EGEE 580. Formulation of decision rules for the detection of signals in a noisy environment, optimum receivers. Estimation of parameters of detected signals. Estimation theory.

510 Optics & Electromagnetics in Communications (3)

Prerequisite: EGEE 480. Plane-wave propagation and reflection from multiple layers; two- and three-dimensional boundary value problems; waveguides and resonant cavities; radiation from apertures and antennas; electromagnetic properties of materials, gases, and plasmas; significant coverage of engineering applications.

518 Digital Signal Processing I (3)

Prerequisite: EGEE 420. Discrete Fourier transform; fast Fourier transform; Chirp Z-transform; discrete time random signals; floating-point arithmetic; quantization; finite word length effect in digital filters; spectral analysis and power spectrum estimation.

519A Parallel and Multiprocessing Systems (3)

Prerequisite: EGEE 412. Parallel and multiprocessing systems including hypercubes, shared distributive memory architectures, array and pipelines processors, communication protocols, routing algorithms and hands-on parallel programming experience on CSUF Hypercube System.

519B Computer Networks and the Internet (3)

Prerequisite: EGEE 419. Computer networking with LAN, WAN to the Internet including ATM, Ethernet, wireless and Bluetooth technology, design of communication protocols, transmission media, security and control.

522 Spread Spectrum Communications (3)

Prerequisites: EGEE 443 and 580. Introduction to Spread Spectrum (SS) Systems. Performance analysis of coherent digital signaling schemes. Synchronization. Direct sequence, frequency hopping, time hopping, and Hybrid Spread Spectrum Modulations. Binary shift register sequences. Code tracking loops. Performance of SS systems in a jamming environment, with forward error correction.

523A VLSI and Nano Technology and Devices (3)

Prerequisite: EGEE 455 or equivalent. Silicon crystal, PN junction physics, oxide and interface physics, wafer fabrication technology; oxidation, diffusion, ion-implantation, epitaxy, photolithography, thin films process. Layout design principle for integrated circuits. Nano-electronic devices and technology.

523B CMOS VLSI Design (3)

Prerequisites: EGEE 465 and EGEE 448 or equivalent. Surface physics of MOS system, MOS device physics. Short channel effect; hot carrier effect, subthreshold conduction. CMOS fabrication process. Layout design rules. Scaling design and analysis of CMOS circuits. Standard cell method. CAD design and SPICE simulation.

526 Digital Control Systems (3)

Prerequisite: EGEE 416. Analysis, design and implementation of digital control systems; Z-transform methods; frequency domain and state-space approach for discrete-time systems.

527 Fault Diagnosis and Fault-Tolerant Design (3)

Prerequisite: EGEE 307. Fault diagnosis and fault-tolerant design of digital systems; fault diagnosis test for combinational and sequential circuits, reliability calculations, multiple hardware redundancy, error detection and correcting codes, software redundancy and fault-tolerant computing.

529 Principles of Neural Systems (3)

Prerequisites: EGEE 310 and 409. Principles of neural systems and their hardware implementation. Basic properties, discrete and continuous bidirectional associative memories. Temporal associative memories. Neural nets classifiers, perceptrons, supervised and unsupervised learning. Forward and backward propagation. Electrical models of neural networks using op-amp., analog VLSI.

531 Phase-Locked and Frequency Feedback Systems (3)

Prerequisite: EGEE 580 or consent of instructor. Theory of noise and linear systems, FM feedback principles. Theory and design of phase-locked loops and their applications in communication and control.

537 Satellite Communications (3)

Prerequisite: EGEE 443. Satellite systems, link analysis, propagation effects, SNR/CNR calculations, modulation schemes, TDMA, FDMA, CDMA techniques.

557 Microprogramming and Embedded Microprocessors (3)

Prerequisite: EGEE 412 and EGEE 448. An introduction to microprogramming concepts and applications to the control unit of a computer, microprogrammable control, arithmetic-logic unit, implementation of an embedded process on FPGA and interfacing with external memories.

558A Microprocessors and System Applications I (3)

Prerequisites: EGEE 404 and 404L. Microprocessors and microcomputers, their related software systems, system design with microprocessors, applications in peripheral controllers, communication devices and multiprocessing systems.

558B Microprocessors and Systems Applications II (3)

Prerequisite: EGEE 558A. Advanced microprocessor architecture and their applications to microcomputer networking; RISC VS CISC architectures, communication protocol, distributed-operating system, and local area networks.

559 Introduction to Robotics (3)

Prerequisite: EGEE 416 or consent of instructor. The science of robotics from an electrical engineering standpoint, including modeling, task planning, control, sensing and robot intelligence.

580 Analysis of Random Signals (3)

Prerequisites: EGEE 323 and 409 or equivalent. Random processes pertinent to communications, controls and other physical applications, Markov sequences and processes, the orthogonality principle.

581 Theory of Linear Systems (3)

Prerequisites: EGEE 416 and EGGN 403. State space analysis, linear spaces, stability of systems; numerical methods of linear systems analysis and design.

582 Linear Estimation Theory (3)

Prerequisites: EGEE 580 and 581. Mathematical models of continuous-time and discrete-time stochastic processes; the Kalman filter, smoothing and suboptimal filtering computational studies.

585 Optimization Techniques in Systems Engineering (3)

Prerequisite: EGGN 403 or Math 340 for Computer Science majors. Calculus of variations, optimization of functions of several variables, Lagrange multipliers, gradient techniques, linear programming, and the simplex method, nonlinear and dynamic programming.

587 Operational Analysis Techniques in Systems Engineering (3)

Prerequisite: EGEE 323 or Math 338 for Computer Science majors. Operational research models; applications of probability theory to reliability, quality control, waiting line theory, Markov chains; Monte Carlo methods.

597 Project (1-3)

Prerequisite: consent of adviser. Classified graduate students only.

598 Thesis (1-6)

Prerequisite: consent of adviser. Classified graduate students only.

599 Independent Graduate Research (1-3)

Prerequisite: consent of adviser. May be repeated for credit.



Elementary and Bilingual Education

College of Education

COLLEGE OF EDUCATION

DEAN (ACTING)

Ashley Bishop

DEPARTMENT OF ELEMENTARY AND BILINGUAL EDUCATION

DEPARTMENT CHAIR

Karen S. Ivers

DEPARTMENT OFFICE

Education Classroom Building 190

DEPARTMENT WEBSITE

ed.fullerton.edu/ElEd/Intro.html

PROGRAMS OFFERED

Master of Science in Education

Concentrations:

- Bilingual/Bicultural (Spanish-English)
- Educational Technology
- Elementary Curriculum and Instruction

Computing Certificate

Basic Teacher Credential Programs

- Professional Teacher Preparation Program for the Multiple Subject Credential
- Professional Teacher Preparation Program for the Multiple Subject Credential with Bilingual Cross Cultural and Academic Development (BCLAD) Emphasis

FACULTY

Carol Barnes, Donna Bennett, Abbie Brown, Kim Case, Amy Cox-Petersen, Teresa Crawford, Mildred Donoghue, Loretta Donovan, Barb Finnell, Susana Flores, Ana Garza-Dargatz, Earl Gotts, Tim Green, Andrea Guilluame, Laurie Hansen, Karen Ivers, Patricia Keig, Lisa Kirtman, Carol Lionello, Christine Mayfield, Kathy Murphy, Kim Norman, Terri Patchen, Nawang Phuntsog, Kristine Quinn, Chris Renne, Beth Schipper, Brenda Spencer, Christine Valenciana, Evelyn Weisman, Ruth Yopp-Edwards, Hallie Yopp Slowik

Awards in Education

Outstanding Graduate Student

Emma H. Holmes Mathematics Award

Bernard Kravitz Multicultural Project Award

Outstanding Curriculum Project

Edwin Carr Fellowship

Application Deadlines

The deadlines for completing online applications to credential programs or the master's program are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

THE PROFESSIONAL TEACHER PREPARATION PROGRAM FOR THE MULTIPLE SUBJECT (ELEMENTARY) CREDENTIAL PROGRAM

The Professional Teacher Preparation Program for the Multiple Subject (Elementary) Credential prepares individuals to teach in self-contained classrooms at the elementary or middle school level where multiple subjects are taught. Candidates may select either a two or three-semester credential program sequence, or a three-semester sequence that can include teaching on an internship credential. The Department also offers two Bilingual Cross-cultural and Academic Development (BCLAD) Emphasis options: the Asian BCLAD and the Spanish BCLAD. Applicants to the credential program must either hold a bachelor's degree or have completed their general education and major requirements. Applicants must pass the CSET before entering the program.

Freshmen may opt to simultaneously pursue an undergraduate major and a teaching credential through the Streamlined Teacher Education Program (STEP), which leads to a Multiple Subject Credential or to a basic Education Specialist Credential. The section on Credentials in this catalog contains more information on STEP.

California law requires an academic major; there is no major in education. Students who opt for STEP select a Liberal Studies or Child and Adolescent Studies major. Students who opt for the fifth-year Multiple Subject Credential Program devote their first three or four years of work to completing requirements for the baccalaureate degree with an academic major. Majors in the social sciences, humanities, or natural sciences provide excellent background for careers in elementary school teaching. Individuals interested in working as bilingual teachers may consider a major in a non-English language. Students are encouraged to attend a program overview during the junior and senior year. Overview schedules may be obtained through the Office of Admissions to Teacher Education. Applications for admission to STEP are processed through the Center for Careers in Teaching in Humanities 113 or by phone at (714) 278-7130.

Two-Semester Program Sequence

The Multiple Subject Credential Program two-semester sequence is as follows:

First Semester

Ed El 430 Foundations in Elementary School Teaching (3)

Ed El 433 Language Arts and Reading Instruction in the Public Schools (3)

Ed El 434 Methods and Inquiry for Teaching English Learners (2)

Ed El 435 Mathematics Curriculum and Instruction in Elementary School Teaching (2)

Ed El 438 Supervised Fieldwork in Elementary Teacher Education (2)

Ed El 439 Student Teaching in the Elementary School (5)

Ed El 450 Visual and Performing Arts Methods: Art, Dance, Drama and Music (1)

Second Semester

Ed El 429 Integrated Curriculum and Instruction in the Elementary School (3)

Ed El 436 Science Curriculum and Instruction in Elementary School Teaching (2)

Ed El 437 Social Studies Curriculum and Instruction in Elementary School Teaching (2)

Ed El 439 Student Teaching in the Elementary School (9)

Ed El 451 Community, School and Classroom Issues 91)

Ed El 452 P.E., Health and Mainstreaming Education (1)

Ed El 453 Portfolio Development and Assessment (1)

Three-Semester Credential Program Sequence

A three-semester program is also available. This sequence is designed for individuals who wish to take classes during evenings and Saturdays, with limited though required daytime involvement in elementary schools. Student teaching requires a full daytime commitment.

First Semester

Ed El 430 Foundations in Elementary School Teaching (3)

Ed El 433 Language Arts and Reading Instruction in the Public Schools (3)

Ed El 435 Mathematics Curriculum and Instruction in Elementary School Teaching (2)

Ed El 438 Supervised Fieldwork in Elementary Teacher Education (1)

Ed El 439 Student Teaching in the Elementary School (for interns) (5)

Ed El 446 Methods and Inquiry for BCLAD Candidates (BCLAD only) (3)

Second Semester

Ed El 429 Integrated Curriculum and Instruction in the Elementary School (3)

Ed El 434 Methods and Inquiry for Teaching English Learners (2)

Ed El 438 Supervised Fieldwork in Elementary Teacher Education (1)

Ed El 439 Student Teaching in Elementary School (4-9)

Ed El 450 Visual and Performing Arts Methods: Art, Dance, Drama and Music (1)

Ed El 451 Community, School and Classroom Issues (1)

Third Semester

Ed El 436 Science Curriculum and Instruction in Elementary School Teaching (2)

Ed El 437 Social Studies Curriculum and Instruction in Elementary School Teaching (2)

Ed El 439 Student Teaching in the Elementary School (5-9)

Ed El 452 P.E., Health and Mainstreaming Education (1)

Ed El 453 Portfolio Development and Assessment (1)

Three-Semester Internship Program

The three-semester Intern Credential Programs for Multiple Subject and Multiple Subject BCLAD credentials are three-semester programs to which candidates may apply while completing the first semester of the regular credential preparation program. Admission is contingent on approved full-time employment with a participating district, superior standing in first-semester coursework and student teaching, and recommendations from University and district personnel. The remaining two semesters involve paid teaching internship positions and University coursework. Additionally, some opportunities may arise for candidates in the three-semester non-internship program to pursue internship status. Questions may be directed to the Intern Coordinator. Information about these programs is available in the Office of Admission to Teacher Education.

Both the two- and three-semester credential programs require substantial time commitments. The three-semester credential program requires evening course work and may require Saturday course work.

Admission Procedures and Criteria

Admission to the University does not include admission to the Multiple Subject Credential Program. Students must apply for admission to the Multiple Subject Credential Program the semester prior to anticipated enrollment in the program. Filing deadlines are February 28 (to begin the program the following fall) and September 30 (to begin the program the following spring). Check the Admission to Teacher Education website for details and application procedures: http://ed.fullerton.edu/adtep.

Applicants for admission into the Multiple Subject Credential Program are evaluated according to many criteria. These include scholarship, breadth of understanding, professional aptitude, physical and mental fitness, fundamental skills, and character. Evidence related to these criteria is submitted at time of application and include the following:

1. Overall grade point average of greater than 2.67, or a grade point average of 2.75 for the last 60 units.
2. Passage of the California Subject Examination for Teachers (CSET).
3. Completion of the California Basic Education Skills Test (CBEST) and passage of the written portion of this test.
4. Satisfactory completion of prerequisite courses:
   a. Child/Adolescent Studies 312 Human Growth and Development (3)

      OR

   b. Child/Adolescent Studies 325A Conception Through age 8 (3),

      and

      Child/Adolescent Studies 325B Age 9 Through Adolescence (3)

      OR

   c. Psych 361 Developmental Psychology (3).

   d. Ed El 315A (2) and Ed El 315B (1) Introduction to Elementary Classroom Teaching: Lecture and Fieldwork

   e. Ed El 325 Cultural Pluralism in Elementary Schools (3)

5. Recommendations from academic faculty, school personnel, and/or other appropriate persons.
6. Autobiography.
7. Interview with an Education Faculty member

Program faculty and staff also conduct informal assessments of applicants' suitability for teaching throughout prerequisite courses and the application process. Further evidence is provided subsequent to application when opportunity is provided for verification of tuberculosis screening and certificate of clearance which verifies the absence of a criminal record.

Details concerning admission procedures and criteria are available in the Office of Admission to Teacher Education.

Admissions to Teacher Education

Admission to the subsequent semesters of the program is based on continuous and satisfactory progress in the prior semester(s). CBEST must be passed prior to student teaching or intern teaching.

Bilingual Cross-Cultural Language and Academic Development (BCLAD) Emphasis

A Multiple Subject Credential with a bilingual-bicultural (Spanish-English) emphasis or with an Asian language emphasis is available. Information about these programs is available in the Office of Admissions to Teacher Education.



Application for Teaching Credentials

Upon completion of a multiple subject credential program the credential candidate must submit an application to the Commission on Teacher Credentialing through the CSUF credential analyst and verify passage of the Reading Instruction Competence Assessment (RICA). The credential analyst is located in the Credential Preparation Center in College Park 740. Additional information on the credential application process is available in the Credential Preparation Center.

MASTER OF SCIENCE IN EDUCATION

(Bilingual/Bicultural Education concentration)

The program is designed to develop qualified bilingual/bicultural instructors (Spanish-English) who can work as classroom or resource teachers and staff developers. It will help individuals teach others how to provide experiences in the cultural heritage of the target population and develop specific teaching techniques and methods in teaching reading and English as a second language. The program will also help individuals to interpret and implement research related to bilingual/bicultural children. Individuals will become skilled in their abilities to diagnose learning needs for such students and to develop and implement sound educational strategies.

Admission to Graduate Standing: Conditionally Classified

University requirements include: a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see "Graduate Regulations" section for complete statement and procedures).

Graduate Standing: Classified

A student who meets the admission requirements and the following requirements may be granted classified graduate standing:

1. The development of an approved study plan
2. A basic teaching credential or equivalent experience
3. An approved major (minimum of 24 units upper division or graduate)
4. A 2.5 grade-point average on previous academic and related work
5. Language competence (English and Spanish) as determined by satisfactory interviews or course work
6. Completion of Spanish 466

Credit will be given for previous postbaccalaureate studies when possible. Otherwise well-qualified students may be admitted with limited subject or grade deficiencies, but these deficiencies must be removed. Grade-point average deficiencies may be removed by a demonstration of competency in the graduate program.

Study Plan

The adviser-approved 30 units (minimum) on the study plan will include the following:

Core Course Work (9 units)

Ed El 500 Bilingual Multicultural Curriculum (3)

Ed El 511 Survey of Educational Research (3)

Ed El 541 Psychological and Sociological Foundations of Bilingual-Bicultural Education (3)

Concentration Courses (18 units)

Ed El 542 Current Issues and Problems in Bilingual-Bicultural Education (3)

Chicana/o 450 The Chicano and Temporary Issues (3)

Chicana/o 480 The Immigrant and the Chicano (3)

One of the following:

TESOL 509 Advanced Principles of TESOL: Listening/Speaking Focus (3)

TESOL 510 Advanced Principles of TESOL: Reading/Writing Focus (3)

One of the following:

TESOL 527 Second Language Acquisition (3)

TESOL 595 Curriculum and Program Design for TESOL (3)

Elective (3 units)

Elective units are chosen in consultation with and approved by the graduate adviser.

Culminating Experience (3 units)

One of the following:

Ed El 594 Research Seminar (3)

OR Ed El 597 Project (3)

OR Ed El 598 Thesis (3)

For further information consult the graduate program adviser.

MASTER OF SCIENCE IN EDUCATION

(Educational Technology concentration)

The Concentration in Educational Technology within the Master of Science in Education is designed to (1) help classroom teachers upgrade their skills and knowledge about new educational technologies and their role in the classroom and (2) prepare teachers for technology leadership roles in public and private schools.

Admission to Graduate Standing: Conditionally Classified

University and department admissions requirements include:

1. Baccalaureate from an accredited institution
2. Grade-point average of at least 2.5 in the last 60 semester units attempted
3. A basic teaching credential or equivalent experience
4. An approved major (minimum of 24 units upper-division or graduate)
5. 2.5 grade-point average on previous academic and related work. Credit will be given for previous post-baccalaureate studies when possible.

Otherwise well-qualified students may be admitted with limited subject or grade deficiencies, but these deficiencies must be removed. Grade-point average deficiencies may be removed by a demonstration of competency in the graduate program.

Graduate Standing: Classified

Classified standing will be granted when all admissions deficiencies or prerequisites have been met and a study plan developed.

Study Plan

Core Classes (9 units)

Ed El 511 Survey of Educational Research (3)

Ed El 529 Learning Theory for Classroom Use (3)

Ed El 536 Curriculum Theory and Development (3)

Concentration Courses (18 units)

Ed El 515 Problem Solving Including Logo (3)

Ed El 518A Issues in Instructional Design of Classroom Software (3)

Ed El 518B Multimedia Development and Instruction in the Classroom (3)

Ed El 519 Advanced Technologies (3)

Ed El 522 Web Design and Instruction (3)

Ed El 590 Practicum: Elementary School Teachers and Computers (3)

Culminating Experience (3 units)

One of the following:

Ed El 594 Research Seminar Including Project (3)

OR Ed El 597 Project (3)

OR Ed El 598 Thesis (3)

MASTER OF SCIENCE IN EDUCATION

(Elementary Curriculum and Instruction concentration)

The program is designed to help career classroom teachers upgrade their skills, become informed about new ideas in elementary teaching, and prepare for curriculum and instructional leadership in one or more of the following areas: elementary classroom teaching, technology in education, meeting the needs of diverse learners, early childhood education, and staff development in public and private schools. Students may follow the study plan outlined below for the concentration in Elementary Curriculum and Instruction or they may elect to specialize in one of five emphasis areas: Diversity, Early Childhood Education, Professional Inquiry and Practice, Staff Development, and Technology in Education.

Admission to Graduate Standing: Conditionally Classified

University requirements include a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see "Graduate Regulations" for complete statement and procedures).

Graduate Standing: Classified

A student who meets the admission requirements and the following requirements may be granted classified graduate standing upon the development of an approved study plan: a basic teaching credential or equivalent experience, and an approved major (minimum of 24 units upper-division or graduate), a 2.5 grade-point average on previous academic and related work. Credit will be given for previous post-baccalaureate studies when possible. Otherwise well-qualified students may be admitted with limited subject or grade deficiencies, but these deficiencies must be removed. Grade-point average deficiencies may be removed by a demonstration of competency in the graduate program.

Study Plan

The adviser-approved 30 units (minimum) on the study plan will include the following:

Core Course Work (9 units)

Ed El 511 Survey of Educational Research (3)

Ed El 529 Graduate Studies: Learning Theory for Classroom Use (3)

Ed El 536 Curriculum Theory and Development (3)

Course Work in Concentration (12 units)

Six units from following instruction-focused courses:

Ed El 492A,B Gender Issues in Math and Science (2,1)

Ed El 515 Problem Solving Strategies Including Logo (3)

Ed El 519 Advanced Technologies in Education (3)

Ed El 521 The Study of Teaching (3)

Ed El 527 Graduate Seminar in Developmental Psychology: The Human from Conception Through Eight Years (3)

Ed El 538 Graduate Studies: Early Childhood Education (3)

Ed El 539 Clinical Supervision: Analyzing Effective Teaching (3)

Ed El 541 Psychological and Sociological Foundations of Bilingual-Bicultural Education (3)

Ed El 542 Current Issues and Problems in Bilingual-Bicultural Education (3)

Ed El 551 Assessment Across the Curriculum (3)

Ed El 552 Family, Community, and Professional Partnership (3)

Ed El 553 Models of Teaching (3)

Six units from the following curriculum-focused courses:

Ed El 528 Reading/Language Arts in the Early Childhood Curriculum (3)

Ed El 530 Graduate Studies in Elementary Education: Second Languages (3)

Ed El 531 Graduate Studies in Elementary Education: Integrated Language Arts (3)

Ed El 532 Graduate Studies in Elementary Education: Mathematics (3)

Ed El 533 Graduate Studies in Elementary Education: Science (3)

Ed El 534 Graduate Studies in Elementary Education: Social Studies (3)

Ed El 535 Graduate Studies in Elementary Education: Reading in the Language Arts Program (3)

Ed El 537 Graduate Studies: Current Issues and Problems (3)

Ed El 548 Social Studies, Science, and Math in Early Childhood Education (3)

Ed El 571 Graduate Studies in Elementary Education: Science Education Practicum (3)

Electives (6 units)

Electives are chosen in consultation with and approved by the graduate adviser.

Culminating Experience (3 units)

One of the following:

Ed El 594 Research Seminar (3)

OR Ed El 597 Graduate Project (3)

OR Ed El 598 Thesis (3)

For further information, consult the graduate program adviser.

MASTER OF SCIENCE IN EDUCATION ELEMENTARY CURRICULUM AND INSTRUCTION CONCENTRATION (EMPHASIS IN TECHNOLOGY IN EDUCATION)

This emphasis has been designed to provide elementary school teachers with a broad understanding of the applications of computers and other technologies in the elementary school classroom. Competencies will enable participants to become computer curriculum specialists who will guide the integration of computers into the elementary school curriculum, their uses in instruction, and their applications in instructionally related activities.

Admission to Graduate Standing: Conditionally Classified/Classified

The requirements for admission to conditionally classified and classified standing are the same as those for the M.S. in Education concentration in Elementary Curriculum and Instruction.

Study Plan

The study plan consists of 30 units of adviser-approved course work:

Core Course Work (9 units)

Ed El 511 Survey of Educational Research (3)

Ed El 529 Graduate Studies: Learning Theory for Classroom Use (3)

Ed El 536 Curriculum Theory and Development (3)

Course Work in Technology in Education Emphasis (12 units)

Ed El 515 Problem Solving Strategies Including Logo (3)

Ed El 519 Advanced Technology in Education (3)

Ed El 522 Web Design and Instruction (3)

Ed El 590 Practicum: Elementary School Teachers and Computers (3)

Curriculum-Focused Course Work (6 units)

Ed El 530 Graduate Studies in Elementary Education: Second Languages (3)

Ed El 531 Graduate Studies in Elementary Education: Integrated Language Arts (3)

Ed El 532 Graduate Studies in Elementary Education: Mathematics (3)

Ed El 533 Graduate Studies in Elementary Education: Science (3)

Ed El 534 Graduate Studies in Elementary Education: Social Studies (3)

Ed El 535 Graduate Studies in Elementary Education: Reading in the Language Arts Program (3)

Ed El 537 Graduate Studies: Current Issues and Problems (3)

Ed El 571 Graduate Studies in Elementary Education: Science Education Practicum (3)

Culminating Experience (3 units)

One of the following:

Ed El 594 Research Seminar (3)

OR Ed El 597 Project (3)

OR Ed El 598 Thesis (3)

MASTER OF SCIENCE IN EDUCATION ELEMENTARY CURRICULUM AND INSTRUCTION CONCENTRATION (EMPHASIS IN DIVERSITY)

The Diversity emphasis is designed to help career classroom teachers become informed about appropriate curriculum and instruction for the diverse student population in the public schools in the state of California. It will help individuals to provide educational experiences and develop curriculum appropriate to linguistically and culturally diverse populations.

Admission to Graduate Standing: Conditionally Classified/Classified

The requirements for admission to conditionally classified and classified standing are the same as those for the M.S. in Education concentration in Elementary Curriculum and Instruction.

Study Plan

Core Course Work (9 units)

Ed El 500 Bilingual Multicultural Curriculum (3)

Ed El 511 Survey of Educational Research (3)

Ed El 529 Graduate Studies: Learning Theory for Classroom Use (3)

Diversity Emphasis Course Work (9 units)

Ed El 530 Graduate Studies in Elementary Education: Second Languages (3)

Ed El 541 Psychological and Sociological Foundations of Bilingual-Bicultural Education (3)

Ed El 542 Current Issues and Problems in Bilingual-Bicultural Education (3)

Curriculum-Focused Course Work (15 units)

Two of the following:

Ed El 531 Graduate Studies in Elementary Education: Integrated Language Arts (3)

Ed El 532 Graduate Studies in Elementary Education: Mathematics (3)

Ed El 533 Graduate Studies in Elementary Education: Science (3)

Ed El 534 Graduate Studies in Elementary Education: Social Sciences (3)

Ed El 535 Graduate Studies in Elementary Education: Reading in the Language Arts Program (3)

Ed El 571 Graduate Studies in Elementary Education: Science Education Practicum (3)

Elective (3 units)

Elective units are chosen in consultation with and approved by the graduate adviser.

Culminating Experience (3 units)

Ed El 594 Research Seminar (3)

OR Ed El 597 Project (3)

OR Ed El 598 Thesis (3)

MASTER OF SCIENCE IN EDUCATION ELEMENTARY CURRICULUM AND INSTRUCTION CONCENTRATION (EMPHASIS IN EARLY CHILDHOOD EDUCATION)

This emphasis is designed to meet the greater community and professional need for quality education during the critical early years of school. The educational demand for sound planning and instruction in preschool, kindergarten, and the primary grades has increased the need for effective specialists in Early Childhood Education.

Admission to Graduate Standing: Conditionally Classified/Classified

The requirements for admission to conditionally classified or classified standing are the same as for the M.S. in Education concentration in Elementary Curriculum and Instruction.

Study Plan

The adviser-approved 30 units (minimum) on the study plan will include the following:

Core Course Work (9 units)

Ed El 511 Survey of Educational Research (3)

Ed El 529 Graduate Studies: Learning Theory for Classroom Use (3)

Ed El 536 Curriculum Theory and Development (3)

Course Work in Early Childhood Emphasis (9 units)

Ed El 528 Reading/Language Arts in the Early Childhood Curriculum (3)

Ed El 538 Graduate Studies: Early Childhood Education (3)

Ed El 548 Social Sciences, Science, and Math in Early Childhood Education (3)

Curriculum-Focused Course Work (6 units)

Two of the following:

Ed El 530 Graduate Studies in Elementary Education: Second Languages (3)

Ed El 531 Graduate Studies in Elementary Education: Integrated Language Arts (3)

Ed El 532 Graduate Studies in Elementary Education: Mathematics (3)

Ed El 533 Graduate Studies in Elementary Education: Science (3)

Ed El 534 Graduate Studies in Elementary Education: Social Studies (3)

Ed El 535 Graduate Studies in Elementary Education: Reading in the Language Arts Program (3)

Ed El 537 Graduate Studies: Current Issues and Problems (3)

Ed El 571 Graduate Studies in Elementary Education: Science Education Practicum (3)

Elective (3 units)

Elective units are chosen in consultation with and approved by the graduate adviser.

Culminating Experience (3 units)

One of the following:

Ed El 594 Research Seminar (3)

OR Ed El 597 Project (3)

OR Ed El 598 Thesis (3)

For further information, consult the graduate program adviser.

MASTER OF SCIENCE IN EDUCATION ELEMENTARY CURRICULUM AND INSTRUCTION CONCENTRATION (EMPHASIS IN PROFESSIONAL INQUIRY AND PRACTICE)

The Professional Inquiry and Practice emphasis is designed to help career classroom teachers become informed about appropriate curriculum and instruction for students in the public schools of California. They will develop reflective and analytical thinking and initiate cycles of goal setting, professional practice, and reflection. The base of skills and knowledge will support their growing involvement in school reform including systematic reforms. Courses in this emphasis provide a foundation for teachers who wish to prepare for certification by the National Board for Professional Standards.

Admission to Gradate Standing: Conditionally Classified/ Classified

The requirements for admission to conditionally classified or classified standing are the same as for the M.S. in Education concentration in Elementary Curriculum and Instruction.

Study Plan

Core Courses (9 units)

Ed El 511 Survey of Educational Research (3)

Ed El 529 Graduate Studies: Learning Theory for Classroom Use (3)

One of the following:

Ed El 536 Curriculum Theory and Development (3)

Ed El 500 Bilingual Multicultural Curriculum (3)

Emphasis Courses (9 units)

Ed El 521 The Study of Teaching (3)

Ed El 551 Assessment Across the Curriculum (3)

Ed El 552 Family, Community, and Professional Partnerships (3)

Curriculum Course (3 units)

One of the following:

Ed El 530 Graduate Studies in Elementary Education: Second Language (3)

Ed El 531 Graduate Studies in Elementary Education: Integrated Language Arts (3)

Ed El 532 Graduate Studies in Elementary Education: Mathematics (3)

Ed El 533 Graduate Studies in Elementary Education: Science (3)

Ed El 534 Graduate Studies in Elementary Education: Social Studies (3)

Ed El 535 Graduate Studies in Elementary Education: Reading in the Language Arts Program (3)

Electives (6 adviser-approved units)

Culminating Experience (3 units)

One of the following:

Ed El 594 Research Project (3)

OR Ed El 597 Graduate Project (3)

OR Ed El 598 Thesis (3)

MASTER OF SCIENCE IN EDUCATION ELEMENTARY CURRICULUM AND INSTRUCTION CONCENTRATION (EMPHASIS IN STAFF DEVELOPMENT)

This program is designed to enable educators to assume leadership roles in staff development in school districts. The sequence of courses is also designed to help teacher leaders and master teachers to understand contemporary trends and research findings in elementary curriculum and instruction.

Admission to Graduate Standing: Conditionally Classified/ Classified

The requirements for admission to conditionally classified or classified standing are the same as for the M.S. in Education concentration in Elementary Curriculum and Instruction.

Study Plan

The adviser-approved 30 units (minimum) on the study plan will include the following:

Core Course Work (9 units)

Ed El 511 Survey of Educational Research (3)

Ed El 529 Graduate Studies: Learning Theory for Classroom Use (3)

Ed El 536 Curriculum Theory and Development (3)

Emphasis Courses (9 units)

Ed El 521 The Study of Teaching (3)

Ed El 539 Clinical Supervision: Analyzing Effective Teaching (3)

Ed El 553 Models of Teaching (3)

Curriculum-Focused Course Work (6 units)

Two of the following:

Ed El 530 Graduate Studies in Elementary Education: Second Languages (3)

Ed El 531 Graduate Studies in Elementary Education: Integrated Language Arts (3)

Ed El 532 Graduate Studies in Elementary Education: Mathematics (3)

Ed El 533 Graduate Studies in Elementary Education: Science (3)

Ed El 534 Graduate Studies in Elementary Education: Social Studies (3)

Ed El 535 Graduate Studies in Elementary Education: Reading in the Language Arts Program (3)

Ed El 537 Graduate Studies: Current Issues and Problems (3)

Ed El 571 Graduate Studies in Elementary Education: Science Education Practicum (3)

Elective (3 units)

Elective units are chosen in consultation with and approved by the graduate adviser.

Culminating Experience (3 units)

One of the following:

Ed El 594 Research Seminar (3)

OR Ed El 597 Project (3)

OR Ed El 598 Thesis (3)

MASTER OF SCIENCE IN EDUCATION

Reading

Please refer to Reading Department section of this catalog.

COMPUTING CERTIFICATE FOR ELEMENTARY SCHOOL TEACHERS

The purpose of this certificate program is to provide participants with a broad understanding of the applications of microcomputers in the elementary school classroom and the instructionally related tasks in the public schools. The certificate program is designed to provide the needed competencies for participants to become curriculum specialists who will guide the integration of computers into the elementary school curriculum, their uses in instruction, and their applications in instructionally related activities at the elementary school. This certificate requires 12 units.

Required Courses (12 units)

Ed El 515 Problem Solving Strategies Including Logo (3)

Ed El 519 Advance Technologies in Education (3)

Ed El 522 Web Design and Instruction (3)

Ed El 590 Practicum: Elementary School Teachers and Computers (3)

For further information, consult the Elementary Education graduate program adviser.

ELEMENTARY AND BILINGUAL EDUCATION COURSES

Courses are designated EDEL in the class schedule.

110 Explorations in Education (2-3)
(Same as Ed Sec 110)

315A Introduction to Elementary Classroom Teaching: Lecture (2)
An exploratory course required for students considering career in elementary school teaching. Includes on campus seminars and overview of admission requirements for the Multiple Subject Credential Program. Must be taken concurrently with 315B. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit.

315B Introduction to Elementary Classroom Teaching: Fieldwork (1)
An exploratory field assignment consisting of 45 hours as a volunteer aide in a public, K-6, elementary classroom where all subject areas are taught. Requires a journal and evaluation by the classroom teacher. Must be taken concurrently with 315A. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit.

325 Cultural Pluralism in Elementary Schools (3)
Prerequisite: completion of General Education Category III.C.1. Culture and cultural pluralism in elementary schools. Topics: Examination of one's own beliefs and values, classroom practices and materials that promote equity, strategies for learning about students, history/traditions of cultural groups, and assessment of multicultural education programs. Fieldwork required.

429 Integrated Curriculum and Instruction in the Elementary School (3)
Prerequisite: admission to second semester of Multiple Subject Credential Program. Additional study of elementary curriculum with emphasis on language arts, integrated instruction across the curriculum, and assessment of learning outcomes. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit.

430 Foundations in Elementary School Teaching (Formerly Ed El 430A) (3)
Prerequisite: admission to Multiple Subject Credential Program. A focus on the curriculum of the elementary school, instructional planning, principles of effective teaching, generic instructional strategies, classroom management, and legal issues in education. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit. (Same as Special Ed 430)

433 Language Arts and Reading Instruction in the Public Schools (3)
Prerequisite: admission to Multiple Subject Credential Program. An overview of principles of reading instruction, elements of the language arts program including literature-based reading, content area reading, the role of phonics, emergent literacy, and diagnosis of reading problems. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit.

434 Methods and Inquiry for Teaching English Learners (2)
Prerequisite: admission to Multiple Subject Credential Program. Theoretical foundations, legal issues, and school programs for the education of English learners. Assessment, materials, methods and strategies for English language development and learning across the curriculum for elementary school English learners. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of Credit. (Same as Special Ed 434).

435 Mathematics Curriculum and Instruction in Elementary School Teaching (2)
Prerequisites: admission to Multiple Subject Credential Program. An emphasis on instructional materials, learning styles, inquiry, concept learning, problem solving, direct instruction applied to the teaching of mathematics. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit. (Same as Special Ed 435)

436 Science Curriculum and Instruction in Elementary School Teaching (2)
Prerequisites: admission to Multiple Subject Credential Program. An emphasis on instructional materials, learning styles, inquiry, concept learning, problem solving, direct instruction applied to the teaching of science. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit.

437 Social Studies Curriculum and Instruction in Elementary School Teaching (2)
Prerequisite: admission to Multiple Subject Credential Program. An emphasis on instructional materials, learning styles, inquiry, concept learning, problem solving, direct instruction applied to the teaching of social studies. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit.

438 Supervised Fieldwork in Elementary Teacher Education (Formerly Ed El 430C) (1-2)
Prerequisite: admission to Multiple Subject Credential Program. Students will serve as teacher participants in an assigned elementary school classroom. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit. (Same as Special Ed 438)

439 Student Teaching in the Elementary School (Formerly Ed El 439A) (5-14)
Prerequisites: Ed El 430, 433, 438 and admission to student teaching. Participation in a regular elementary school teaching program for the full school day. Must be taken Credit/ No Credit. A "B" (3.0) or better is required to receive a grade of credit. (Same as Special Ed 439).

440 Intern Teaching in the Elementary School (Formerly Ed El 439C) (3)
Prerequisites: Ed El 430, 433, 438 and completion of the first two semesters of intern teaching program. Admission only with consent of instructor. Participation in a regular elementary school teaching program for the full school day, as an intern teacher. Must be taken credit/no credit. A "B" (3.0) or better is required to receive a grade of credit.

446 Methods and Inquiry for BCLAD Candidates (3)

Prerequisite: admission to Multiple Subject Credential Program with BCLAD Emphasis. This course prepares Multiple Subject candidates for teaching Spanish-speaking elementary students. Emphasis includes reading instruction methods, materials and assessment, equity issues, and elements and considerations of culture that promote effective instruction for Spanish-speaking elementary students.

448 Methods and Inquiry for Vietnamese BCLAD Candidates (3)

Prerequisite: admission to Multiple Subject Credential Program with BCLAD emphasis (Vietnamese). Course focuses on equity issues, curriculum and instruction for Vietnamese speaking elementary students.

450 Visual and Performing Arts Methods: Art, Dance, Drama and Music (Formerly part of Ed El 439B) (1)

Prerequisite: admission to Multiple Subject Credential Program. Seminar in problems and procedures of elementary school teaching. Must be taken Credit/No credit. A "B" (3.0) or better is required to receive a grade of credit. (Same as Special Ed 450)

451 Community, School and Classroom Issues (Formerly part of Ed El 439B) (1)

Prerequisite: admission to Multiple Subject Credential Program. Seminar in problems and procedures of elementary school teaching. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit. (Same as Special Ed 451)

452 P.E., Health and Mainstreaming Education (Formerly part of Ed El 439B) (1)

Prerequisite: admission to Multiple Subject Credential Program. Seminar in problems and procedures of elementary school teaching. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit. (Same as Special Ed 452)

453 Portfolio Development and Assessment (Formerly part of Ed El 439B) (1)

Prerequisites: Ed El 430, 433, 435, 438 and admission to student teaching. Seminar in problems and procedures of elementary school teaching. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit. (Same as Special Ed 453)

492A Gender Issues in Math and Science Teaching and Learning (2)

Prerequisites: Ed El 315A,B and senior or graduate standing. Explores educational and cultural barriers and avenues to the success of girls in science and mathematics, development of curricula and instructional methods to address these issues.

492B Gender Issues in Math and Science Education: Practicum (1)

Prerequisite: Ed El 315A,B. Corequisite: Ed El 492A. Educational and cultural barriers/avenues to girls' success in science and mathematics; implementation of curricula and instructional methods. 20 hours teaching required. If taken Credit/No Credit, a "B" (3.0) or better is required for credit.

499 Independent Study (1-3)

Prerequisites: senior or graduate standing, consent of instructor prior to registration. Individual investigation under supervision of a faculty member. Only students of demonstrated capability and maturity will be approved. May be repeated for credit.

500 Bilingual Multicultural Curriculum (3)

Prerequisite: teaching credential or consent of instructor. Seminar: the multicultural school curriculum including forces operating on the curriculum and the participants involved in curriculum building. Modification of the curriculum to reflect multicultural contexts.

502A New Teacher Induction, Assessment, and Support, Year 1 (1)

(Same as Ed Sec 502A)

502B New Teacher Induction, Assessment, and Support, Year 1 (1)

(Same as Ed Sec 502B)

502C New Teacher Induction, Assessment, and Support, Year 2 (1)

(Same as Ed Sec 502C)

502D New Teacher Induction, Assessment, and Support, Year 2 (1)

(Same as Ed Sec 502D)

511 Survey of Educational Research (3)

Prerequisite: teaching credential or consent of instructor. Descriptive statistics and statistical inferences in educational research. Representative research papers. Principles of research design. Prepare papers using research findings.

515 Problem Solving Strategies Including Logo (3)

Prerequisites: Ed El 519 and teaching credential. Strategies for using logo graphics, words and lists, and other microcomputer problem-solving applications with elementary school children. Design and use of micro-worlds to facilitate children's development of problem-solving skills.

518A Issues in Instructional Design of School Software (3)

Prerequisite: Ed El 519. This course focuses on issues related to the instructional design of courseware designed specifically for classroom students. Topics include learning principles, learner characteristics, instructional strategies, screen design, response analysis, feedback, and interactivity.

518B Multimedia Development and Instruction in the Classroom (3)

Prerequisite: Ed El 518A. This course focuses the application and instruction of computer-based instructional design principles in the development for classroom software and multimedia projects. Topics include planning and assessment, design principles, and development of tools.

519 Advanced Technologies in Education (Formerly Ed El 419) (3)

Prerequisite: Teaching Credential. Theoretical basis and strategies for improving teaching of elementary students through use of multimedia technologies. Emphasis on HyperStudio, telecommunications and other digital media. Meets Level II (Induction) technology requirement.

521 The Study of Teaching (3)

Prerequisite: Ed El 511 and teaching credential or permission of instructor. A systematic study of the teaching process. Examination of the research methodology used to analyze teaching, the current knowledge of the association between teaching processes and student learning, and the implications of the research for the classroom.

522 Web Design and Instruction (3)

Prerequisite: Ed El 519. Design, development, and implementation of Web pages and sites for instructional purposes. Emphasis placed in the issues surrounding using the World Wide Web for instruction.

527 Graduate Seminar in Developmental Psychology: The Human from Conception Through Eight Years (3)

Prerequisites: teaching credential or consent of instructor. The physical, social, cognitive-intellectual, and emotional development of individuals from conception to middle childhood. Current problems, theories and research.

528 Reading/Language Arts in the Early Childhood Curriculum (3)

Prerequisite: teaching credential or consent of instructor. Seminar: significant research, curriculum developments and materials, and current instructional strategies for promoting emergent literacy in children.

529 Graduate Studies: Learning Theory for Classroom Use (3)

Prerequisite: teaching credential or consent of instructor. Major theoretical positions in planning and interpreting classroom practices. Educational research findings, implications for curriculum development and teaching practices.

530 Graduate Studies in Elementary Education: Second Languages (3)

Prerequisites: Ed El 434 and teaching credential, or consent of instructor. Seminar: significant research, curriculum developments and materials, and criteria for planning and improving second language programs including those for English as a second language.

531 Graduate Studies in Elementary Education: Integrated Language Arts (3)

Prerequisite: teaching credential or consent of instructor. Seminar: significant research, trends and problems in teaching the fundamental skills of communication; curriculum development and materials, and criteria for planning and improving integrated language arts programs.

532 Graduate Studies in Elementary Education: Mathematics (3)

Prerequisite: teaching credential or consent of instructor. Seminar: significant research, curricular developments and materials, criteria for planning and improving mathematics programs and instruction.

533 Graduate Studies in Elementary Education: Science (3)

Prerequisite: teaching credential or consent of instructor. Seminar: research in elementary school science. The development of materials.

534 Graduate Studies in Elementary Education: Social Studies (3)

Prerequisite: teaching credential or consent of instructor. Seminar: research developments and materials, criteria for planning and improving social studies programs, and current techniques of teaching.

535 Graduate Studies in Elementary Education: Reading in the Language Arts Program (3)

Prerequisite: teaching credential or consent of instructor. Seminar: research developments and materials, criteria for planning and improving reading instruction in the integrated language arts programs, current instructional strategies, and the role of children's literature.

536 Curriculum Theory and Development (3)

Prerequisite: teaching credential or consent of instructor. Seminar: the school curriculum including the forces operating on the curriculum and the participants involved in curriculum building. The process of curriculum building.

537 Graduate Studies: Current Issues and Problems (3)

Prerequisite: teaching credential or consent of instructor. Problems and issues in elementary education, their causes and possible solutions.

538 Graduate Studies: Early Childhood Education (3)

Prerequisite: teaching credential or consent of instructor. Seminar: application of significant research in the education of young children. Current instructional strategies and criteria for planning and improving programs in early childhood education.

539 Clinical Supervision: Analyzing Effective Teaching (3)

Prerequisite: teaching credential or consent of instructor. A systematic, research-based approach. Identifies basic components needed by teachers, staff developers, and administrators to improve their instructional skills. Includes principles of learning applied to supervision and applied practice in analyzing the instructional process.

541 Psychological and Sociological Foundations of Bilingual-Bicultural Education (3)

Prerequisite: teaching credential or consent of instructor. Application of psychological and sociological theory related to teaching English learners; application of these disciplines for the development of emotionally and socially supportive learning environments.

542 Current Issues and Problems in Bilingual-Bicultural Education (3)

Prerequisite: teaching credential or consent of instructor. Problems and issues in the development and implementation of bilingual-bicultural education.

548 Social Studies, Science, and Math in Early Childhood Education (3)

Prerequisite: teaching credential or equivalent experience. This seminar investigates current curriculum standards and instructional options in social studies, science, and mathematics in early childhood education. Focus on content, process skills and literature connections.

551 Assessment Across the Curriculum (3)

Prerequisite: teaching credential or consent of instructor. Improving student performance through assessment, self-assessment, and student goals setting; establishing congruence between purposes, audiences, and instruments used. Goals of the course include: design and selection of instruments including performance assessment, portfolio, observation, and personal communication forms for standards based assessment.

552 Family, Community and Professional Partnership (3)

Prerequisite: teaching credential or consent of instructor. Overview of community collaboration with service providers, business leaders, policy makers, and parents. Addresses diversity across families and importance of family interface with agencies and community. Stresses importance of partnerships with professional agencies concerned with education, youth, and children.

553 Models of Teaching (3)

Prerequisite: teaching credential or consent of instructor. Explores varied strategies of instruction, culminating in the identification and study of sixteen unique models. Examines relationships among theories of learning and instruction. Investigates various instructional alternatives.

571 Graduate Studies in Elementary Education: Science Education Practicum (3)

Prerequisite: Ed El 533 or consent of instructor. Strategies for effectively teaching and assessing science content knowledge, science process skills, and scientific attitudes in the elementary school; includes field assignments in elementary schools (1 unit - 4 hours per week); seminars (2 units - 2 hours per week). Principles of effective staff development in elementary science education.

590 Practicum: Elementary School Teachers and Computers (3)

Prerequisite: completion of all technology-related courses in the degree program or consent of instructor. Strategies for effectively using computers with elementary school children to improve learning; course includes field work assignments in elementary schools, and on-campus seminars.

594 Research Seminar (3)

Prerequisite: consent of instructor. The preparation, evaluation, development, and presentation of curriculum research proposals culminating in a graduate project. Individuals and groups will participate in critiquing proposals, curriculum projects, and research results.

597 Project (1-3)

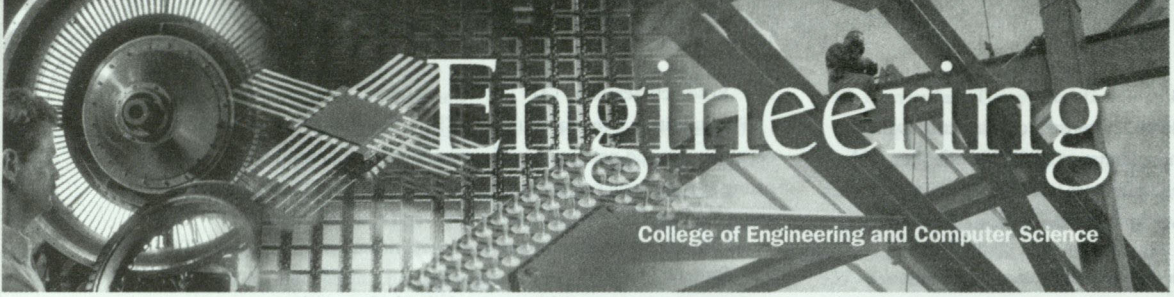
Prerequisite: consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

598 Thesis (1-3)

Prerequisite: consent of instructor. Individual research with conferences with the instructor, culminating in a thesis.

599 Independent Graduate Research (1-3)

Prerequisite: a teaching credential, one year of teaching experience, and consent of instructor. Independent inquiry.



Engineering

College of Engineering and Computer Science

PROGRAMS OFFERED

Bachelor of Science in Civil Engineering

Emphasis in Architectural Engineering

Bachelor of Science in Computer Engineering

Bachelor of Science in Electrical Engineering

Bachelor of Science in Engineering

Bachelor of Science in Mechanical Engineering

Emphasis in Manufacturing Engineering

Master of Science in Civil Engineering

Concentration in Environmental Engineering

Master of Science in Electrical Engineering

Option in Systems Engineering

Master of Science in Engineering

Option in Engineering Science

Master of Science in Mechanical Engineering

Master of Science in Software Engineering

INTRODUCTION

The College of ECS has Departments of Civil and Environmental Engineering, Electrical Engineering, and Mechanical Engineering which offer programs leading to the degree of Bachelor of Science and Master of Science in these disciplines; the three Bachelor of Science degree programs in Civil, Electrical, and Mechanical Engineering are nationally accredited by ABET, the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology. The college also offers a new program in Computer Engineering which has been designed to meet all ABET criteria for accreditation and a Master of Science in Software Engineering.

CSUF is located in an industrial and highly technological region of Southern California. Drawing upon its professional expertise in many areas of engineering, the Engineering programs serve as distinctive resources and catalysts for partnership with public and private organizations in our region. Our nationally accredited undergraduate engineering programs offer a broad education in basic sciences, mathematics, and fundamental principles and practice of engineering. These are coupled with studies in social sciences, arts, humanities, and behavioral sciences due to their importance for an engineer's professional career.

MISSION AND OBJECTIVES

Mission Statement

Consistent with the university's mission, learning is the first priority in Engineering.

To implement its mission, the engineering programs at CSUF provide the best qualities of teaching, scholarship and professional practice. The programs are committed to facilitate the education of both engineering undergraduate and graduate students for their entrance in, and significant contribution to the engineering profession. Our students are actively engaged and work in collaboration with faculty and staff to acquire and expand knowledge. The objectives for our mission are further elaborated under "Educational Objectives."

Educational Objectives

The goals of the programs are as follows:

1. To provide the best of current practice, theory, research and intellectual study in the humanities to prepare students for challenging careers in engineering, strengthen relationships to their communities and contribute ethically and productively to society;
2. To educate students who, actively engaged with faculty and staff, work in collaboration to acquire and expand knowledge;
3. To provide service to the profession, the state of California, the country and to the worldwide development of engineering.

A critical focus of the education, research, and service programs within Engineering is to afford undergraduates of varying backgrounds and abilities every opportunity for achieving success in the engineering professions.

To achieve these goals, the faculty and students in Engineering, with input from other constituents, have established the following program educational objectives:

1. To prepare students for successful careers and lifelong learning;
2. To make students thoroughly proficient in methods of analysis, including the mathematical and computational skills appropriate for engineers to use when solving problems; and
3. To develop the skills pertinent to the design process, including the students' ability to formulate problems, to think creatively, to communicate effectively, to synthesize information, and to work collaboratively;

4. To teach students to use current experimental and data analysis techniques for engineering application; and
5. To instill in our students an understanding of their professional and ethical responsibilities.

Actual program educational objectives for various disciplines such as Civil and Environmental Engineering, Computer Engineering, Electrical Engineering and Mechanical Engineering are decided by the respective programs to match their program outcomes.

2 + 2 Articulated Programs with Community Colleges

The programs in Engineering have developed 2+2 articulation agreements with community colleges to provide students seamless transfer to the CSUF engineering program of their choice. This allows the full-time students, taking the courses specified by the engineering department each semester, to graduate in two years following transfer to CSUF.



INTRODUCTION

The undergraduate engineering programs have a broad base of science, mathematics, social sciences, humanities and engineering topics (which include engineering science and engineering design courses). Students are thus prepared to enter directly into engineering practice or to continue further education at the graduate level.

High School Preparation

The entering high school student should have a preparation which includes two years of algebra, geometry, trigonometry, and one year of physics or chemistry. Students deficient in mathematics or chemistry must take special preparatory courses, i.e., Mathematics 125 and Chemistry 115, which will not carry credit for the major. (See Mathematics Section for Entry Level Mathematics test and Math-Science Qualifying Examination requirements.)

Transfer Students

A transfer student shall complete a minimum of 30 units in residence of which at least 15 units shall be taken in upper-division engineering courses. Work taken at another college or university on which a grade below "C minus" (1.7) was earned may not be substituted for upper-division courses.

BACHELOR'S DEGREES IN ENGINEERING

The undergraduate program requirements in engineering are comprised of four major segments. The first three segments are common to Civil Engineering, Electrical Engineering, Mechanical Engineering and the Engineering Science Option as well as the Architectural Engineering Emphasis within the Civil Engineering degree and the Manufacturing Engineering Emphasis within the Mechanical Engineering degree.

The first segment consists of foundation courses in mathematics and the physical sciences (33 units for Electrical Engineering, 32 units for Civil Engineering, and 30 units for Mechanical Engineering). The second segment consists of 24 units of engineering core courses. The third segment contains 33 units of general education courses in the arts, humanities, social sciences, biological sciences and other related areas.

The fourth segment contains a sequence of courses in one of the four programs which includes a combination of required courses and adviser-approved technical elective courses. The number of units in this segment is not the same for each of the four engineering programs but varies from 45 to 50 units. Students must meet with their academic adviser to prepare an approved study plan of technical elective courses prior to taking such courses. Undergraduate students are required to meet with their academic adviser every semester during the first year and at least once a year thereafter. Students are strongly encouraged to see their academic advisers frequently.

All courses taken in fulfillment of the requirements for the bachelor's degrees in Engineering must be taken for a letter grade, i.e., under grade Option 1. All mathematics and physical science courses required for the degree must be completed with at least a "C" (2.0) grade to count as prerequisite courses to engineering courses or as credit towards the degree. Graduate courses are not open to undergraduate students without approval of the department head.

The new program in Computer Engineering has a curriculum that does not require the same core as the others. The detailed description is available under the Computer Engineering section of this catalog.

Curricula in engineering programs undergo periodic revisions during the life of the printed catalog, reflective of the dynamics of the professions. Students are encouraged to consult the ECS website http://www.fullerton.edu/ecs/ for the most recent curriculum that will govern the student's study program at CSUF since curricular revisions are being contemplated in various programs as of this writing.

Mathematics and Science Courses

Mathematics 150A Calculus (4)

Mathematics 150B Calculus (4)

Mathematics 250A Multivariate Calculus (4)

Mathematics 250B Introduction to Linear Algebra and Differential Equations (4)

Chemistry 120A General Chemistry (5)

Physics 225, 225L Fundamental Physics: Mechanics and Lab (4)

Physics 226, 226L Fundamental Physics: Electricity and Magnetism and Lab (4)

Physics 227, 227L Fundamental Physics: Waves, Optics, and Modern Physics and Lab (4) (required in Electrical, and Engineering Science)

OR either Chemistry 125 (3) or Geological Sciences 376 (3) (required in Civil Engineering)

OR Physics 227 (1) (Required in Mechanical Engineering)

OR Biology 101 (3) and Chemistry 301A (3) (Pharmaceutical Engineering)

Engineering Core Courses

All undergraduate engineering students are required to complete the following 24 units of engineering core courses regardless of the particular program selected by the student.

EGME 102 Graphical Communications (3)

EGCE 201 Statics (3)

EGEE 203 Electric Circuits (3)

EGGN 205 Digital Computation (3)

EGCE 302 Dynamics (3)

EGME 304 Thermodynamics (3)

EGME 306A Unified Laboratory (1)

EGGN 308 Engineering Analysis (3)

EGGN 314 Engineering Economy (2)

Second Language Graduation Requirement

Since the Bachelor of Science degrees in Engineering are high-unit programs, majors are exempt from the Second Language Graduation Requirement.

INTERNSHIPS IN ENGINEERING

Internships for Engineering provide practical work experiences which integrate with and supplement the student's academic studies. Internship jobs are coordinated through the Center for Internships and Cooperative Education. In order to participate in this program, a student must register for EGGN 495 Professional Practice (1) for each semester of internship participation.

ENGINEERING SCIENCE OPTION

The Engineering Science Option program is an interdisciplinary program designed for those students who are interested in a broad education in the basic concepts and principles of engineering, rather than an in-depth study in one particular engineering discipline such as civil, electrical or mechanical engineering. The Option provides a flexible interdisciplinary program in engineering with ample opportunity to develop a study plan which meets specific career goals. Courses can be selected from engineering, computer science, the physical sciences, mathematics and business to meet a special and specific engineering science objective. (This degree program is not accredited by ABET.)

Bachelor of Science in Engineering

Option in Engineering Science

The degree consists of 33 units of mathematics and physical science courses, 24 units of engineering core courses, 33 units of general education courses and 45 units of adviser-approved elective courses for a total of 135 units. The adviser-approved electives must include a component of engineering design courses and engineering laboratory courses.

Master of Science in Engineering

Option in Engineering Science

The degree consists of 30 units of adviser-approved 400- and 500-level courses. At least half the units required for the degree must be graduate (500-level) courses. A segment of the 30 units must include a math-oriented course as well as EGGN 403 Computer Methods in Numerical Analysis (3).

PHARMACEUTICAL ENGINEERING EMPHASIS

Math and Science Courses (35 units)

Engineering Core Courses (24 units)

Required Courses (37 units)

EGEE 203L Electric Circuits Lab (1)

EGEE 245 Computer Logic and Architecture (3)

EGEE 303 Electronics (3)

EGEE 303L Electronics Lab (1)

EGEE 409 Introduction to Linear Systems (3)

EGME 306B Fluids and Thermal Lab (1)

EGME 333 Fluid Mechanics and Aerodynamics (3)

EGME 407 Heat Transfer (3)

EGME 426 Design of Thermal and Fluid Systems (3)

EGPH 201 Introduction to Pharmaceutical Engineering (3)

EGPH 320 Pharmaceutical Dosage Forms and Drug Delivery Systems (3)

EGPH 420 Pharmaceutical Utilities, Safety and Environment (3)

EGPH 484 Pharmaceutical Engineering Lab (2)

EGGN 495 Professional Practice (1 unit each semester)

EGPH 497 Design Project (3)

Elective Courses (6 units)

Students choose six units from the following list of courses. Additional elective courses may be available.

EGPH 401 Project Management for Pharmaceutical and General Engineering (3)

EGME 452 Fluid Machinery (3)

EGME 457L Intelligent Systems Lab (2)

GENERAL ENGINEERING COURSES

Courses are designated as EGGN in the class schedule.

205 Digital Computation (3)

Prerequisite: college algebra or three years of high school mathematics including a second course in algebra. Computers and their numerical applications. Elementary FORTRAN programming language, digital computation methods in statistics and solving algebraic equations.

308 Engineering Analysis (3)

Prerequisites: Physics 226, Math 250B or equivalent. Fundamentals and engineering applications of Fourier series, Fourier transforms, Laplace transforms, complex analysis, vector analysis; engineering applications.

314 Engineering Economy (2)

Prerequisite: junior or senior standing in engineering. Development, evaluation and presentation of alternatives for engineering systems and projects using principles of engineering economy and cost benefit analysis.

350 Living and Working in Space (3)

Prerequisite: junior standing. History of space flight. Space travel in literature and films. Space pioneers. The Moon Race. Space tourism and space hotels. Colonization of Moon and Mars. Space art. Economic, social, psychological, technological and global issues in space habitats.

403 Computer Methods in Numerical Analysis (3)

Prerequisites: Math 250B and EGGN 205 or equivalent. The use of numerical methods and digital computers in the solution of algebraic, transcendental, simultaneous, ordinary and partial differential equations.

495 Professional Practice (1)

Prerequisite: junior or senior standing in engineering. Professional engineering work in industry or government. Written report required. May be repeated for credit. Applicable towards bachelor's degree programs. Not for credit in the graduate program.

PHARMACEUTICAL ENGINEERING COURSES

These courses are designated as EGPH in the class schedule.

201 Introduction to Pharmaceutical Engineering (3)

Prerequisites: Biology 101, Chemistry 120A, Math 250A. Survey of major areas of pharmaceutical engineering. Overview of pharmaceutical engineering technologies in drug manufacturing and delivery systems, high purity water systems, sterilization, medical devices, process engineering and packaging and industrial fermentation. Process validation, FDA requirements and good manufacturing practices.

320 Pharmaceutical Dosage Forms and Drug Delivery Systems (3)

Prerequisites: Biology 101, Chemistry 120A, and EG-PH 201. Dosage form design. Peroral solids, injections and transdermal drug deigns. Products of biotechnology. New drug delivery systems. Implantable vascular access devices. Closed-loop insulin delivery systems. Computerized drug delivery systems in cardiology and oncology. Validation of dosage process and equipment. GMP guidelines.

401 Project Management for Pharmaceutical and General Engineering (3)

Prerequisite: EG-GN 314. Pharmaceutical and general engineering applications of project management. Engineering projects life cycle. Product and facility development process. Needs identification and proposal preparation. Planning and scheduling. Resource Considerations. Project implementation. Teamwork in a multi-cultural environment. International engineering codes and government regulations. Software applications. Case studies and term project.

420 Pharmaceutical Utilities, Safety and Environment (3)

Prerequisites: EGME 333, EGPH 201 and Chemistry 301A. Reaction kinetics and reactor design. Industrial fermentation and bioreactor systems. Sterilization techniques. Cleaning and passivation. Design of HVAC systems. Clean room design. WFI systems; filtration, reverse osmosis and distillation. Pharmaceutical facilities, piping, maintenance, process safety, environmental impact and protection.

484 Pharmaceutical Engineering Lab (2)

Prerequisites: EGPH 320 and Chemistry 301A. Exploring current techniques in pharmaceutical manufacturing and monitoring. Including water purification methods and WFI systems, steam sterilization, calibration of pharmaceutical devices, validation of pharmaceutical devices and procedures.

497 Design Project (3)

Prerequisite: consent of adviser and instructor. Directed independent design project.



English, Comparative Literature and Linguistics

College of Humanities and Social Sciences

DEPARTMENT CHAIR

Joseph Sawicki

VICE CHAIR

Joanne Gass

DEPARTMENT OFFICE

University Hall 323

DEPARTMENT WEBSITE

http://hss.fullerton.edu/english/htm

PROGRAMS OFFERED

Bachelor of Arts in Comparative Literature

Master of Arts in Comparative Literature

Bachelor of Arts in English

Minor in English

Master of Arts in English

Minor in Linguistics

Bachelor of Arts in Linguistics

Master of Arts in Linguistics

FACULTY

Marlin Blaine, Cornel Bonca, Ellen Caldwell, Mary Kay Crouch, Angela Della Volpe, Sheryl Fontaine, Joanne Gass, Jane Hipolito, Susan Jacobsen, Joanne Jasin, Alan Kaye, Thomas Klammer, Deborah Lawrence, Mohsen Mirshafiei, Helen Mugambi, Franz Müller-Gotama, Keith Neilson, Irena Praitis, Sally Romotsky, Chris Ruiz-Velasco, David Sandner, Joseph Sawicki, Yichin Shen, Kay Stanton, Atara Stein, John White, Heping Zhao

INTRODUCTION

The discipline of English includes the study of British and American literature, the various kinds of writing, and the history, structure and dialects of the English language.

The major in English is a flexible program emphasizing skill(s) in writing, familiarity with and appreciation of the literatures of England and America, and knowledge of the nature and development of the English language.

Comparative literature is the study of world literature without specific regard for national or linguistic boundaries. It is comparative in that it deals with the relationships among different literatures. The comparatist studies not only the international literary masterpieces and historical periods of world literature, but also examines critical theories from a cross-cultural perspective. The major in comparative literature promotes the understanding of world literatures and cultures in various historical periods, including the present, for students with a special concern for the relationships among the languages and literatures of various civilizations. Comparative literature courses are conducted in English, and required reading is available in English.

The study of literature and language helps students to achieve a mature understanding of themselves and the world and to learn to read critically and analytically, write clearly and persuasively, and reason soundly. For these reasons such study is ideal preparation for professional training in fields such as law, medicine, and religion, or for responsible positions in business and industry. The major in English may be combined with preparation for elementary and secondary school teaching. In addition, the majors in English, Comparative Literature and Linguistics provide a foundation for students who intend to work for advanced degrees in preparation for college teaching.

Advisers

English/Comparative Literature, Undergraduate:
All full-time faculty members serve as advisers.

English/Comparative Literature, Graduate:
Susan Jacobsen

Teaching Credential:
John White

Linguistics, Undergraduate:
Alan Kaye

Linguistics, Graduate:
Franz Müller-Gotama

An annual conference with a faculty adviser is required. New students must confer with an adviser in each of the first two semesters.

Credential Information

The bachelor's degree in English may be effectively combined with subject matter studies necessary for either the multiple subject teaching credential (K-8) or single subject credential (7-12) in English. Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

BACHELOR OF ARTS IN COMPARATIVE LITERATURE

The Bachelor of Arts in Comparative Literature requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives. A grade of "C" (2.0) or better is required in all courses applied to the major. For the major, students must complete a total of 42 units of upper-division courses. In selecting courses, students are urged to consult a faculty adviser.

Required courses (English 300 and 18 units in comparative literature, including Comparative Literature 324, 325, and either English/Comparative Literature 450 or Comparative Literature 451);

British and American Literature (6 upper-division units listed under English); Breadth Requirement (6 adviser-approved units in other fields such as anthropology, history, art history, music history or philosophy);

Electives (9 upper-division units in comparative literature, or literature courses in English or an adviser-approved foreign language).

Reading Competence in a Foreign Language

This requirement can be met by examination or by successful completion of an adviser- approved 400-level course offered by the Department of Modern Languages and Literatures, provided it is not taught in translation. Information on the examination is available in the Department of English, Comparative Literature, and Linguistics office. Students completing this requirement are exempt from the Second Language Graduation Requirement.



MASTER OF ARTS IN COMPARATIVE LITERATURE

The master's degree program in Comparative Literature promotes the understanding of other literatures, peoples, and cultures in various historical periods, including the present, provides background for more advanced degrees, prepares teachers of world literature in the high schools and community colleges, and provides a liberal arts background for library studies.

Admission to Graduate Standing

Applicants are encouraged to make an appointment with the department graduate adviser. The adviser will review transcripts, advise applicants regarding prerequisites, and determine if any courses apply to the degree program.

Admission to the master's degree program is a prerequisite to enrollment in all graduate courses.

1. University requirements include a bachelor's degree from an accredited institution and a minimum GPA of 2.5 in the last 60 semester units attempted.
2. The department requires a bachelor's degree in Comparative Literature or English from an accredited institution with at least a 3.0 grade-point average in the upper-division major courses, provided that a minimum of 24 units of upper-division course work is included.

   If the applicant holds a bachelor's degree in another major, 24 units of upper-division course work in Comparative Literature and/or English must be completed with at least a 3.0 grade-point average before beginning work in the master's degree program.
3. In the event that the applicant's grade-point average in prerequisite courses is below 3.0, he or she may take additional upper-division Comparative Literature and/or English course work and reapply to the program. The applicant should consult with the graduate adviser to determine appropriate course work. Some courses taken to make up qualitative deficiencies may be credited toward the M.A., if completed with a grade of "B" (3.0) or better, and if applicable to the student's particular study plan. Courses taken to remove quantitative deficiencies may not be applied to the M.A. program.
4. A writing sample will also be required of all applicants. The writing sample should demonstrate advanced skill in literary analysis and expository writing. A paper written for an upper-division literature course and analyzing one or more elements in one or more literary works is preferred; the submitted copy should include the instructor's name and institution, the instructor's comments, and the grade received. The writing sample should be approximately five to ten pages long, and it need not include secondary research. Applicants who do not have course papers available should contact the department graduate adviser for advice.
5. Applicants must submit three letter(s) of recommendation from individuals best qualified to judge their potential for graduate study in Comparative Literature.
6. All applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 600 (paper) or 250 (computer) on the Test of English as a Foreign Language (TOEFL).

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university Graduate Studies website for current information http://www.fullerton.edu/graduate/

Foreign Language Requirement

Satisfactory completion of an upper-division course taught in an adviser-approved foreign language. Reading knowledge of a foreign language is expected.

Study Plan

A study plan must be developed and approved for admission to classified graduate standing within the student's first nine units of graduate course work. Courses taken by a student admitted to the program with conditionally classified status do not necessarily apply toward the degree. No more than nine units of postgraduate course work may be applied to the master's degree program. See the graduate adviser for further information.

The graduate program in Comparative Literature comprises 30 units of course credit. All courses must be approved by the graduate adviser. A minimum of 30 units of course work must be completed with a minimum grade-point average of 3.0 to be distributed as follows:

500-Level Courses, including English 500 Introduction to Graduate Studies in Literature (18 units)

This requirement is met by 15 units at the 500-level in Comparative Literature or courses cross-listed in English (one adviser-approved 500 level course in English may help satisfy this requirement) and one 3-unit course at the 500 level in a related area. Students are encouraged to take English 500 in their first semester. English 500 satisfies the university's graduate writing requirement.

Upper-Division Courses (12 units)

Adviser-approved courses in Comparative Literature (6 units)

Adviser-approved courses in a related area (6 units)

(At least 3 units of related course work must be in foreign literature, read in the original language.)

Comprehensive Examination

In order to complete degree requirements, students must pass a three-part comprehensive examination. Each section of the three-part comprehensive examination must be passed before the degree will be awarded. Failed parts of the exam may be retaken only once. The deadline to file a notice of intention to take the examination is the end of the third week of the semester in which the student plans to take the exam. For further information about the comprehensive examination, consult the graduate adviser.

Project Option

The candidate may elect to write a project in place of one part of the comprehensive examination. For information, consult the graduate adviser.

BACHELOR OF ARTS IN ENGLISH

The Bachelor of Arts in English requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives. The English major consists of 42 units. At least 30 units must be upper-division courses. A grade of "C" (2.0) or better is required in all courses applied to the major. In selecting courses, students are urged to consult a faculty member of the Department of English, Comparative Literature and Linguistics. English 101, a graduation requirement for all students, is not part of the English major but is a prerequisite to further work in English.

Required Courses (9 units)

English 300 Analysis of Literary Forms (3)

English 301 Advanced College Writing (3)

English 316 Shakespeare (3)

Survey Courses (at least 6 units)

English 211 British Literature to 1760 (3)

English 212 British Literature from 1760 (3)

English 221 American Literature to Whitman (3)

English 222 American Literature from Twain to the Moderns (3)

Comp Lit 324 World Literature to 1650 (3)

Comp Lit 325 World Literature from 1650 (3)

Period, Genre and Criticism Courses

(At least 9 units, including at least 3 units from courses prior to 1800, i.e., 423, 450, 451, 452, 453, 454, 455, 456)

English 423 Early American Literature (3)

English 450 Medieval Literature (3)

English 451 Elizabethan and Jacobean Drama (3)

English 452 Elizabethan Poetry and Prose (3)

English 453 17th-Century Poetry and Prose (3)

English 454 The Drama of the Restoration and the 18th Century (3)

English 455 Restoration and 18th-Century Poetry and Prose (3)

English 456 The Development of the English Novel Through Jane Austen (3)

English 457 The Romantic Movement in English Literature (3)

English 458 Victorian Literature (3)

English 459 The Development of the 19th Century English Novel (3)

English 462 Modern British and American Novels (3)

English 463 Contemporary Novels in English (3)

English 464 Modern British and American Drama (3)

English 465 Contemporary Drama in English (3)

English 466 Modern British and American Poetry (3)

English 467 Contemporary Poetry in English (3)

English 491 Traditions of English Literary Criticism (3)

English 492 Modern Critical Theory (3)

Major Author Courses (at least 3 units)

English 315 Chaucer (3)

English 317 Milton (3)

Language Courses (at least 3 units)

English 303 Structure of Modern English (3)

English 305 The English Language in America (3)

Electives (at least 12 units)

Chosen from English, Comparative Literature or Linguistics courses numbered 201 and above.

Second Language Graduation Requirement

Students in the Bachelor of Arts in English program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN ENGLISH

Students must complete a total of 21 units, including 15 units as described below and 6 units of electives. No more than six units of lower-division course work can be applied to the minor. In selecting courses, students seeking a minor in English should consult a faculty member of the Department of English, Comparative Literature, and Linguistics.

Required Courses (9 units)

English 300 Analysis of Literary Forms (3)

English 301 Advanced College Writing (3)

English 316 Shakespeare (3)

Survey Courses (at least 6 units)

English 211 British Literature to 1760 (3)

English 212 British Literature from 1760 (3)

English 221 American Literature to Whitman (3)

English 222 American Literature from Twain to the Moderns (3)

Comp Lit 324 World Literature to 1650 (3)

Comp Lit 325 World Literature from 1650 (3)

Electives (at least 6 units)

Chosen from additional English, Comparative Literature, and Linguistics courses, with the exception of English 101 and 200. Students may take the approved upper-division writing course(s)in their majors instead of English 301. They must, however, complete 21 units in English, Comparative Literature, and Linguistics.

MASTER OF ARTS IN ENGLISH

The master's degree program in English offers students the opportunity to achieve a multifaceted understanding of literature and language. The degree is useful to those already teaching in high schools or interested in community college teaching, to those seeking careers in writing and publishing, and to those intending to take further graduate work.

Admission to Graduate Standing

Applicants are encouraged to make an appointment with the department graduate adviser. The adviser will review transcripts, advise applicants regarding prerequisites, and determine if any courses apply to the degree program.

Admission to the master's degree program is a prerequisite to enrollment in all graduate courses.

1. University requirements include a bachelor's degree from an accredited institution and a minimum GPA of 2.5 in the last 60 semester units attempted.
2. The department requires a bachelor's degree in English or Comparative Literature from an accredited institution with at least a 3.0 grade-point average in the upper-division major courses, provided that a minimum of 24 units of upper-division course work is included.

   If the applicant holds a bachelor's degree in another major, 24 units of upper-division course work in English and/or Comparative Literature must be completed with at least a 3.0 grade-point average before beginning work in the master's degree program.
3. In the event that the applicant's grade-point average in prerequisite courses is below 3.0, he or she may take additional upper-division English and/or Comparative Literature course work and reapply to the program. The applicant should consult with the graduate adviser to determine appropriate course work. Some courses taken to make up qualitative deficiencies may be credited toward the M.A., if completed with a grade of "B" (3.0) or better, and if applicable to the student's particular study plan. Courses taken to remove quantitative deficiencies may not be applied to the M.A. program.
4. A writing sample will also be required of all applicants. The writing sample should demonstrate advanced skill in literary analysis and expository writing. A paper written for an upper-division literature course and analyzing one or more elements in one or more literary works is preferred; the submitted copy should include the instructor's name and institution, the instructor's comments, and the grade received. The writing sample should be approximately five to ten pages long, and it need not include secondary research. Applicants who do not have course papers available should contact the department graduate adviser for advice.
5. Applicants must submit three letter(s) of recommendation from individuals best qualified to judge their potential for graduate study in English.
6. All applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 600 (paper) or 250 (computer) on the Test of English as a Foreign Language (TOEFL).

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university Graduate Studies website for current information http://www.fullerton.edu/graduate/

Foreign Language Requirement

Students must satisfy a foreign language requirement with one of the following options:

(1) two years of foreign language at the college or university level, (2) one 400-level course in a foreign language or in literature taught in a foreign language, (3) Linguistics 406 Descriptive Linguistics or Linguistics 412 Sociolinguistics OR (4) another 400-level linguistics course approved by the graduate adviser. This requirement may be satisfied prior to or after admission to the M.A. program.

Study Plan

The graduate program in English comprises 30 units of course credit. All courses must be approved by the graduate adviser.

A study plan must be developed and approved for admission to classified graduate standing within the student's first nine units of graduate course work. Courses taken by a student admitted to the program with conditionally classified status do not necessarily apply toward the degree. No more than nine units of postgraduate course work may be applied to the master's degree program. See the graduate adviser for further information.

The study plan allows three units of adviser-approved course work outside the department and/or three units of graduate independent study. No more than six units are allowed at the 400 level. In addition, at least one proseminar or seminar must be in Comparative Literature or cross-listed in Comparative Literature. A project and comprehensive exam are required of all students. Students are encouraged to take English 500 in their first semester.

Core courses (6 units)

English 500 Introduction to Graduate Studies in Literature (3)

Analysis of Discourse (3 units from English 491, 492, 579T)

Proseminars (12 units)

English or Comparative Literature 525T Proseminar in Literature, Rhetoric, or Writing (3)

Students are encouraged to satisfy the proseminar requirements prior to taking seminars.

Seminars (9 units)

Students choose from advisor-approved seminar courses (English or Comparative Literature 509T, 571T, 572T, 573T, 574T, 575T, or 591T, or other adviser-approved courses).

Project (3 units)

In addition to the written exam described below, students are required to complete a project in the project writing course, English 595. Students who plan to do a creative writing project may take a maximum of six units of creative writing workshops, one of which must be at the 500 level.

Project proposals are due before the end of the fifth week of the semester preceding enrollment in the project writing course and must be approved by the department Graduate Studies Committee. If the proposal is not approved when first submitted, students may resubmit only once in the same semester. Please consult the graduate adviser or department office for further details.

Comprehensive Exam

In order to complete degree requirements, students must pass a two-part written exam involving analysis and synthesis. Failed parts of the exam may be retaken only once. The deadline to file a notice of intention to take the examination is the end of the third week of the semester in which the student plans to take the exam.

BACHELOR OF ARTS IN LINGUISTICS
MINOR IN LINGUISTICS
MASTER OF ARTS IN LINGUISTICS

For information on these programs and a listing of linguistics courses, please consult the "Linguistics" section of this catalog.

COMPARATIVE LITERATURE COURSES

Courses are designated as CPLT in the class schedule.

110 Literature of the Western World from Ancient through Medieval Times (3)
(Same as English 110)

111 Literature of the Western World from the Renaissance through the 19th Century (3)
(Same as English 111)

312 The Bible as Literature (3)
Prerequisite: completion of General Education Category III.B.2. Literary qualities of biblical literature and the influence of major themes upon Western literary traditions. (Same as Comparative Religion 312)

315 Classical Mythology in World Literature (3)
Prerequisite: completion of General Education Category III.B.2. Greek and Roman myths which have been of continuing significance in Western world literature.

324 World Literature to 1650 (3)
Prerequisites: junior or senior standing and completion of any literature course from General Education Category III.B.2. Asian and Western literature from the beginning to 1650.

325 World Literature from 1650 (3)
Prerequisites: junior or senior standing and completion of any literature course from General Education Category III.B.2. Asian and Western literature from 1650 to the present.

355T Images of Women in Literature (3)
(Same as English 355T)

373 Nineteenth-Century Russian Literature (3)
Prerequisites: junior or senior standing and completion of any literature course from General Education Category III.B.2. Major writers such as Pushkin, Gogol, Dostoyevsky, Tolstoy, Chekhov, and their relationship to Western literature.

374 Twentieth-Century Russian Literature (3)
Prerequisite: completion of any literature course from General Education Category III.B.2. Soviet peoples' literature from 1918 to the present. Basic trends in literary criticism. Major writers such as Gorky, Blok, Mayakovsky, Zamyatin, Zoshchenko, Akhmatova and Pasternak.

380 Introduction to Asian Literature (3)
Prerequisite: completion of any literature course from General Education Category III.B.2. Selected translations of Arabic, Persian, Indian, Chinese and Japanese literature.

381 African Literature (3)
(Same as English 381 and Afro-Ethnic Studies 381)

382T Topics in Asian Literature (3)
Prerequisite: completion of any literature course from General Education Category III.B.2. Specific topics will vary from semester to semester. May be repeated with different content for additional credit.

450 Medieval Literature (3)
(Same as English 450)

451 Literature of the Renaissance (3)
Prerequisites: survey of English, American, or world literature; an upper-division literature course; or equivalent. The Renaissance as a literary movement, from Erasmus to Montaigne and Cervantes.

499 Independent Study (1-3)
Prerequisite: junior or senior standing.

525T Proseminar in Literature, Rhetoric, or Writing (3)
(Same as English 525T)

571T Graduate Seminar: Major Writers (3)
(Same as English 571T)

572T Graduate Seminar: Literary Genres (3)
(Same as English 572T)

573T Graduate Seminar: Cultural Periods (3)
As appropriate to the specialized research and publication of instructor, the literature of a cultural period from Anglo-Saxon to modern times. May be repeated with different content for additional credit.

574T Graduate Seminar: Special Problems in Literature (3)
(Same as English 574T)

575T Graduate Seminar: Topics in Teaching (3)
(Same as English 575T)

579T Graduate Seminar: Problems in Criticism (3)
(Same as English 579T)

597 Project (3)
(Same as English 597)

599 Independent Study (1-3)

ENGLISH COURSES

Courses are designated as ENGL in catalog.

For world literature in English translation, see courses under Comparative Literature (CPLT)

099 Developmental Writing (3)
An intensive course in basic writing skills. Designed to prepare students for English 101 and is intended for students who score 133 to 144 on the English Placement Test (EPT). Degree credit is not awarded for this course.

099M Developmental Writing (Formerly FLED 099) (3)
Intensive course in basic writing skills and language development. Designed to prepare students for English 101 and intended for students who score below 133 on the English Placement Test (EPT). Degree credit is not awarded for this course.

101 Beginning College Writing (3)
Prerequisite: English 099, a satisfactory score on the English Placement Test, or exemption from the EPT. An introductory course in the fundamentals of expository prose. Emphasizes grammatical and basic rhetorical concepts and practices necessary for successful college writing. Instructional fee. (CAN ENGL 2)

105 Introduction to Creative Writing (3)
Exploratory creative writing with the opportunity to write in various genres. No credit toward the major.

110 Literature of the Western World from Ancient through Medieval Times (3)
Representative writers and works from the ancient through the medieval world. (Same as Comparative Literature 110)

111 Literature of the Western World from the Renaissance through the 19th Century (3)
Representative writers and works from the Renaissance through the 19th century. (Same as Comparative Literature 111)

199 Intensive Writing Review (3)
Prerequisite: consent of instructor. Restricted to students who have failed the EWP at least twice. Intensive review of the fundamentals of writing expository prose. Meets examination portion of baccalaureate writing requirement. Carries no credit toward graduation.

200 Introduction to Literature (3)
An introduction to the study of fiction, drama and poetry. Concentration on the critical understanding of literary types rather than on their historical development. Carries no credit toward the major.

204 Intermediate Creative Writing (3)
Prerequisite: Completion of General Education Category III.B.2. A course providing experience in creative writing beyond the introductory level. Emphasis on poetry, the short story, and/or the one-act play.

211 British Literature to 1760 (3)
Major periods and movements, major authors, and major forms through 1760.

212 British Literature from 1760 (3)
Major periods and movements, major authors and major forms from 1760 through modern times.

221 American Literature to Whitman (3)
Major writers such as Hawthorn, Poe, Melville, Emerson, Thoureau, Whitman, and Dickinson.

222 American Literature from Twain to the Moderns (3)
Major writers such as Twain, James, Crane, Hemingway, Faulkner, O'Neill, Frost, and Elliot.

300 Analysis of Literary Forms (3)
The main literary forms-prose fiction, poetry and drama-are studied and analyzed. English majors should schedule this basic course as early as possible.

301 Advanced College Writing (3)
Prerequisite: English 101. An advanced course in writing expository prose. Emphasizes precision in rhetoric and development of individual style by concentration on matters of diction, audience, emphasis and persuasion. Required of English majors seeking a secondary credential. Instructional fee.

303 The Structure of Modern English (3)
Prerequisite: junior standing. The grammar of contemporary English. Modern English usage. Required of English majors seeking a secondary credential. Must be taken before student teaching.

305 The English Language in America (3)
American English, its origins, its regional and social dialects, and its role in American history and in such institutions as schools, corporations, government, and the media. (Same as Linguistics 305)

315 Chaucer (3)
Prerequisite: English 101 or equivalent. The Canterbury Tales and Chaucer's language. The vocabulary, pronunciation, grammar and syntax of the East Midland dialect of Middle English.

316 Shakespeare (3)

Prerequisite: English 101 or equivalent. A study of the major plays.

317 Milton (3)

Prerequisite: English 101 or equivalent. The poetry and prose in the light of Milton's intellectual development.

323T Cultural Pluralism in American Literature (3)

Prerequisite: junior or senior standing. The role of varied cultural groups in the USA as exemplified in American literature. Topics may include Jewish writers, images of immigrants, Asian-American writers, American Indian literatures, and others.

324 Introduction to Afro-American Literature (3)

(Same as Afro-Ethnic 324)

325 American Ballad and Folksong (3)

Anglo-American balladry and folksong; their historical development, ethnic background and poetical values.

326 The American Frontier in Literature (3)

Prerequisite: any courses in American literature, American studies or American history. Thematic study of American literature as it reflects the changing frontier experience and establishes national myths and symbols.

327 Asian American Literature (3)

(Same as Asian American Studies 327)

328 Literature of the American Indians (3)

Prerequisite: completion of any literature courses from General Education Category III.B.2. The prose and poetry of the North American Indian tribes.

341 Children's Literature (3)

Prerequisite: completion of any literature course in General Education Category III.B.2. World literature written primarily for children, including material from the oral tradition, realistic fiction, fantasy, and poetry. Not applicable for graduate degree credit.

355T Images of Women in Literature (3)

Prerequisite: junior or senior standing. Images of women in genres such as autobiography, poetry, drama, novel. Individual sections may treat conventional literary periods or specific cultures. May be repeated with different content for additional credit. (Same as Comparative Literature 355T)

360 Scientific and Technical Writing (3)

Open to science and non-science students. Scientific and professional writing and editing, with attention to outlines and abstracts, description, process explanation, instructions, and fundamentals of reports, feasibility studies, proposals, internal memos, and letters.

365 Legal Writing (3)

Advanced compositions stressing logic, reasoning, and legal analysis.

370 Horror Fiction (3)

Prerequisite: English 101 or equivalent. Horror/occult fiction (or "dark fantasy") from Mary Shelley to the present, including such writers as E. A. Poe, J. S. LeFanu, Bram Stoker, H. P. Lovecraft, Fritz Leiber, and Stephen King.

371 Fantasy Fiction (3)

Prerequisite: English 101 or equivalent. Fantasy in literature from Ariosto to Brautigan.

372 Detective Fiction (3)

Prerequisite: English 101 or equivalent. Detective fiction from Edgar Allan Poe to the present, including writers such as Sayers, Christie, Chandler, Hammett, and Ross MacDonald.

373 Science Fiction (3)

Prerequisite: English 101 or equivalent. Science fiction as a literary genre, including future-scene fiction, the utopian novel, the superman/woman novel and short stories.

374 The Gothic Novel (3)

Prerequisite: English 101. The development of the Gothic Novel in England from 1750-1850, including such authors as Walpole, Smith, Radcliffe, Lewis, Mary Shelley, Austen, Maturin, and Emily Brontë.

381 African Literature (3)

Prerequisite: completion of any literature course from General Education Category III.B.2. African literature written in the English language; the fiction, poetry and drama of the new nations. (Same as Comparative Literature 381 and Afro-Ethnic Studies 381)

402 Theories of Response to Written Composition (2)

Prerequisite: English 301 and 303 or equivalents. Corequisite: English 402S. May be taken for letter grade.

402S Tutor Supervision (1)

Prerequisites: English 301 and English 303. Corequisite: English 402. May be taken for letter grade or credit/no credit.

404T Advanced Creative Writing (3)

Prerequisite: English 204 or its equivalent. Instruction and practice in a workshop setting for the student with some experience in creative writing; emphasis on writing for professional markets. Consult the class schedule to determine section's emphasis. May be repeated for credit.

416 Studies in Shakespeare (3)

Prerequisite: English 316 or consent of instructor. Problems of dramatic structure and artistic meanings.

423 Early American Literature (3)

Prerequisite: English 321. Literature of colonial and revolutionary America, including the Puritans, 18th-century deism and rationalism, and the literary antecedents of American democratic thought.

429 American Landscape in Literature (3)

The American landscape in literature. Literary perception of our environment, with special attention to what perceptions of the landscape reveal about human nature.

434 Literature for Junior and Senior High School (3)

Prerequisite: junior or senior standing. The evaluation, selection, and interpretation of fiction, non-fiction, drama, and poetry reflecting the broad range of interest of young people from 12 to 17 years of age.

442 Changing Words: History, Semantics, and Translation (3)
(Same as Linguistics 442)

450 Medieval Literature (3)
Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Readings in modern English translation from the medieval literature of England and the continent from St. Augustine to Sir Thomas Malory. (Same as Comparative Literature 450)

451 Elizabethan and Jacobean Drama (3)
Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. The dramatic tradition in plays by such dramatists as Marlowe, Jonson, Webster, Beaumont and Fletcher.

452 Elizabethan Poetry and Prose (3)
Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. The non-dramatic literature of the English Renaissance.

453 17th-Century Poetry and Prose (3)
Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Non-dramatic literature of the period from 1603 to 1660 excluding Milton.

454 The Drama of the Restoration & the 18th Century (3)
Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Representative plays of the Restoration and the 18th century. The development of such dramatic movements as the heroic play, Restoration comedy, and sentimental drama.

455 Restoration and 18th-Century Poetry and Prose (3)
Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Major writers such as Butler, Rochester, Dryden, Pepys, Swift, Addison and Steele, Pope, Boswell, Johnson, and selected minor writers.

456 The Development of the English Novel through Jane Austen (3)
Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. The English novel from its beginnings to the 19th century including such novelists as Defoe, Richardson, Fielding, Sterne, and Austen.

457 The Romantic Movement in English Literature (3)
Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Major writers such as Burns, Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

458 Victorian Literature (3)
Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Major writers such as Carlyle, Tennyson, Browning, Arnold, Ruskin, and Pater.

459 The Development of the 19th-Century English Novel (3)
Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Major novelists such as the Brontes, Thackeray, Dickens, Eliot, and Hardy.

462 Modern British and American Novels (3)
Prerequisite: survey of English, American or world literature; an upper-division literature course; or equivalent. Modern British and American novels from 1900 to 1950.

463 Contemporary Novels in English (3)
Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. The novel in English since World War II.

464 Modern British and American Drama (3)
Prerequisite: survey of English, American or world literature; an upper-division literature course; or equivalent. British and American drama from 1900 to 1950.

465 Contemporary Drama in English (3)
Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Drama in English from 1950 to the present.

466 Modern British and American Poetry (3)
Prerequisite: survey of English, American or world literature; an upper-division literature course; or equivalent. British and American poetry from 1900 to 1950.

467 Contemporary Poetry in English (3)
Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Poetry in English from 1950 to the present.

491 Traditions of English Literary Criticism (3)
Prerequisite: English 300 or equivalent. The major English critics, from the Renaissance to the beginning of the 20th century, in relationship to the classical theories of criticism.

492 Modern Critical Theory (3)
Prerequisite: English 300 or equivalent. The major movements in 20th-century British and American criticism.

498 English Internship (3)
Prerequisites: junior or senior status and consent of faculty supervisor. Experience in the practical application of studies in literature and language to work outside the university. Hours to be specified; enrollment limited; Credit/No Credit; no credit toward major.

499 Independent Study (1-3)
Prerequisite: junior or senior standing. Open to advanced students in English with consent of department chair. May be repeated for credit.

500 Introduction to Graduate Studies in Literature (3)
Research techniques, analytical approaches and theories of literature. A course providing basic orientation in graduate literary studies.

509 Creative Writing Workshop (3)
An intensive graduate-level workshop in creative writing. Students will produce their own work, write critiques of others' works, and discuss opportunities for publication. Recommended for students with an interest in creative writing. Workshops may focus on the writing of poetry or fiction or of a mix of fiction and drama, depending on expertise of instructor. May be repeated for credit with different topic.

510 Rhetorical Criticism and Disclosure Analysis (3)

This course will cover theories of disclosure and rhetorical analysis ranging from an overview of historically foundational/classical readings and approaches to contemporary rhetorical theories and their applications to textual criticism.

525T Proseminar in Literature, Rhetoric, or Writing (3)

Comprehensive readings course focusing on a key area in literature, rhetoric or writing. Examines major primary works and where they exist, major critical texts representing the area. Students are strongly advised to take proseminars before enrolling in seminars. May be repeated for credit with a different topic. (Same as Comparative Literature 525T)

571T Graduate Seminar: Major Writers (3)

As appropriate to the specialized research and publication of instructor; major figures such as Shakespeare, Dante, Shakespeare, Cervantes, Goethe, Bronte, Twain, Joyce, Woolf, and Morrison. May be repeated with different content for additional credit. (Same as Comparative Literature 571T)

572T Graduate Seminar: Literary Genres (3)

As appropriate to the specialized research and publication of instructor, major literary types such as the epic, the novel, the short story, lyric poetry, tragedy, comedy, and historical drama. May be repeated with different content for additional credit. (Same as Comparative Literature 572T)

573T Graduate Seminar: Cultural Periods (3)

As appropriate to the specialized research and publication of instructor, the literature of a cultural period from Anglo-Saxon to modern times. May be repeated with different content for additional credit.

574T Graduate Seminar: Special Problems in Literature (3)

As appropriate to the specialized research and publication of the instructor, special problems such as influences on literature, including philosophical, religious, scientific, geographic, and other ecological viewpoints. May be repeated with different content for additional credit. (Same as Comparative Literature 574T)

575T Graduate Seminar: Topics in Teaching (3)

Specific topics will vary from semester to semester. May be repeated with different content for additional credit. (Same as Comparative Literature 575T)

579T Graduate Seminar: Problems in Criticism (3)

Historical development and schools of criticism. Individual offerings within this course number may deal with only one aspect of critical problems. May be repeated with different content for additional credit. (Same as Comparative Literature 579T)

590 Writing Theory and Practice for Teaching Associates (3)

Prerequisite: English 402 and admission to the English Department Teaching Associate Program. Theory and practice of the composing process for the beginning college teacher of expository writing. Required of all English Department Teaching Associates during their first semester of teaching.

590S Teaching Associate Supervision (1)

Prerequisite: English 590. Supervised teaching of developmental writing and freshman composition. No credit toward the M.A. in English. This course may be repeated for credit.

591T Seminar: Topics in Rhetoric and Composition (3)

As appropriate to the specialized research of instructor, special topics on rhetoric and composition, including historical and theoretical approaches. May be repeated with different content for additional credit.

595 M.A. Project Writing (3)

This course will guide students through the process of writing an M.A. project in literature, rhetoric and composition, or creative writing. To enroll in the course, students must receive prior departmental approval of their M.A. project proposal.

597 Project (3)

Prerequisite: classified graduate standing. A research paper, a critical study, a portfolio of creative writing, or the results of fieldwork or experiment. Supervising professor and English department graduate studies committee must approve the proposal in advance of registration. (Same as Comparative Literature 597)

599 Independent Graduate Research (3)

Research projects in areas of specialization beyond regularly offered course work. Oral and written reports. May be repeated with different content for additional credit.

ENGLISH EDUCATION COURSES

Courses are designated as ENED in catalog.

442 Teaching English in the Secondary School (3)

Prerequisite: admission to teacher education. Principles, methods and materials of teaching English in the secondary school.

449E Externship in Secondary Teaching (3)

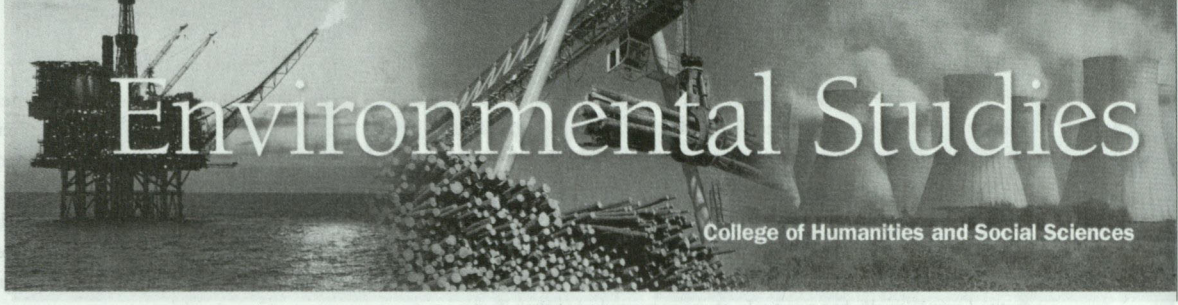
Student teaching in the secondary school during the first semester of the teacher preparation program. The candidate plans and teaches assigned lessons during the last third of the semester.

449I Internship in Secondary Teaching (10)

Student teaching in the secondary school during the second semester of the teacher preparation program. The candidate has the same instructional hours of responsibility as the master teacher.

449S Seminar in Secondary Teaching (3)

Taken concurrently with Ed Sec 449I. Seminar in teaching a single subject in secondary schools. Videotape analysis of teaching based on Teaching Performance Assessments. Taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit.



Environmental Studies

College of Humanities and Social Sciences

PROGRAM COORDINATOR

Robert Voeks

ASSOCIATE COORDINATOR

Vacant

PROGRAM OFFICE

Humanities 420A

DEPARTMENT WEBSITE

http://hss.fullerton.edu/envstud/

PROGRAM OFFERED

Master of Science in Environmental Studies

PROGRAM COUNCIL AND ADVISERS

Mike Steiner (American Studies), Susan Parman (Anthropology), Eugene Jones (Biological Science), Darren Sandquist (Biological Science), Harold Rogers (Chemistry) Jeff Kuo (Civil Engineering), Morteza Rahmatian (Economics), Andrea Guillaume (Elementary Education), Jonathan S. Taylor (Geography), John Foster (Geological Sciences), William Laton (Geological Sciences), Shari McMahan (Health Science), Gordon Bakken (History), Alberto Flores (Philosophy), Vince Buck (Political Science), Chad Briggs (Political Science), Dennis Berg (Sociology).

INTRODUCTION

The master's program in Environmental Studies is a broadly based interdisciplinary program that focuses on human interaction with the environment. The program is geared for students entering the rapidly expanding environmental field, especially in science, planning and regulation, and education. Because the scale and scope of environmental issues vary from local and practical to international and theoretical, the program seeks to integrate knowledge and approaches from a range of related disciplines in the sciences, social sciences, and humanities. Topics include environmental policy, management, pollution, law, philosophy, economics, planning, regulation, and education. Given the range of their academic backgrounds, students are encouraged to craft a study plan that meets their own particular career or avocational goals. Students demonstrate their expertise in one of the environmental concentrations by preparing a thesis or project.

Students select a course of study consistent with one of the following three concentrations:

Environmental Sciences

This area deals with the application of physical and biological science principles to environmental issues. Topical concerns include environmental ecology, water and air resources, and environmental geology. Students in this emphasis typically have a strong background in biology, chemistry, earth science, engineering, geography, geology or mathematics.

Environmental Policy and Planning

This area deals with the concepts and methods of the social and behavioral sciences as applied to environmental policy and planning. Topical concerns include urban and regional planning, environmental aspects of administration, design, ethics, perception, law and economics. Students in this area come from many backgrounds, including the natural, social or behavioral sciences, or the humanities.

Environmental Education and Communication

This emphasis seeks to develop a body of knowledge that is consistent with the needs of the environmental educator, the outdoor naturalist or the communication specialist. Students in this emphasis area should have a background in natural science, education or communications.

International Learning Opportunities in Environmental Studies

Because many environmental problems are trans-boundary in nature, our curriculum necessarily addresses issues that are international in scope. From topical courses, such as Environmental Ethics and Global Environmental Issues, to region-specific courses, such as Endangered Primates and Tropical Rainforests, students tackle an array of internationally significant environmental problems. This experience is enhanced further through interaction with the significant number of international students enrolled in the program.

MASTER OF SCIENCE IN ENVIRONMENTAL STUDIES

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

University requirements include a baccalaureate from an accredited institution and a grade-point average of 3.0 in the last 60 units of course work attempted. In addition, two letters of recommendation are required, at least one of which must come from a college or university.

An undergraduate course in ecology and one in statistics are prerequisites for admission. Students without these prerequisites will be admitted provisionally but must take these courses during their first year in the program.

Graduate Standing: Classified

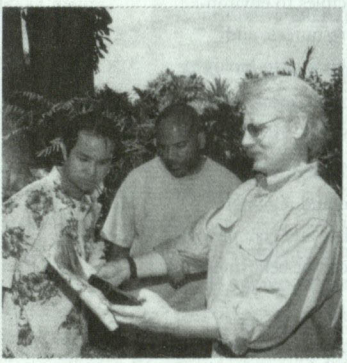
After completion of no more than nine semester units of adviser-approved course work and the development of an approved study plan, the student should apply for classified standing.

STUDY PLAN

The M.S. in Environmental Studies requires the completion of 36 units of adviser-approved course work with a GPA of 3.0 or better and includes a thesis or project. The student's thesis committee should be comprised of three CSUF faculty members, representing at least two different academic disciplines. A student's project is supervised by a single CSUF faculty member.

Environmental Studies Core (9 units)

Environmental Studies 500 Environmental Issues and Approaches (3)
Environmental Studies 510 Environmental Evaluation and Protection (3)
Environmental Studies 520 Environmental Research and Analysis (3)



Environmental Studies Electives (9-15 units)

Choose from:

Environmental Studies 595T Selected Topics in Environmental Problems (3)

Environmental Studies 596 Internship in Environmental Studies (3)

Environmental Studies 599 Independent Graduate Research (1-3)

Cross-Disciplinary Electives Work (9-15 units)

Courses outside Environ-mental Studies are chosen with prior approval of the faculty adviser and must be consistent with the student's area of concentration.

No more than 12 units can be taken from the undergraduate major department. A three-unit planning course must be included.

Thesis 598 or Project 597 (3 units)

All Environmental Studies students are required to register in Environmental Studies 597 Project or Environmental Studies 598 Thesis exit research option. Students may only register for this course once. If they do not complete their project or thesis within this semester, they will be assigned a grade of RP for the course until a letter grade can be assigned. Since students are required to maintain continuous enrollment, they must register in GS 700 either through University Extension or CSUF. Students may only enroll in GS 700 through University Extension for one semester if they are working on a project and for two semesters if they are working on a thesis.

The deadline for project completion is the last Friday before the final exam period each semester. The deadline for thesis completion is set by the university (usually three weeks before the end of exam week). By the thesis/project deadline, a notification of completion form must be submitted with the faculty adviser's signature and (if applicable) with change of grade card(s) from the faculty adviser. In addition, all students must submit a hard-bound copy of his or her completed project or thesis. A receipt indicating that a bound and title-embossed copy of the thesis or project has been ordered for the Environmental Studies Program may be submitted on the deadline.

For further information, consult the graduate program coordinator.

ENVIRONMENTAL STUDIES COURSES

Courses are designated as ENST in the class schedule

500 Environmental Issues and Approaches (3)

Prerequisite: graduate standing in Environmental Studies. Discussions of interdisciplinary approaches to environmental problems and research methods. Students prepare seminars and papers on research design for potential thesis topics. Meets graduate writing requirement.

510 Environmental Evaluation and Protection (3)

Prerequisite: graduate standing in Environmental Studies. Environmental parameters (water, air, solid wastes, noise, radiation, etc.). Techniques in monitoring and measurement; effect on human health; environmental quality standards and controls. Demonstrations and field trips.

520 Environmental Research and Analysis (3)

Prerequisite: graduate standing in Environmental Studies. Research methods and statistics used in the field of environmental studies. Research tools used in such areas as environmental field studies, environmental experiments, social environmental impacts, environmental attitudes and behavior and environmental trend analysis. Use of secondary data sources and computer required.

595T Selected Topics in Environmental Problems (3)

Prerequisite: graduate standing in Environmental Studies. Various environmental topics, contemporary or historic, that focus on problems (e.g., law, endangered habitats, planning, global environmental issues, etc.) Topic chosen and outline will be circulated prior to registration. May be repeated four times (with different topics) for credit.

596 Internship in Environmental Studies (3)

Prerequisite: graduate standing in Environmental Studies or consent of instructor. Field experience with a governmental or private agency.

597 Project (3)

Prerequisites: classified status in Environmental Studies program and consent of project adviser and program coordinator. Planning, preparation and completion of an acceptable, interdisciplinary project. Credit on submission of project and presentation of research findings in a poster session organized by the Environmental Studies Program..

598 Thesis (3)

Prerequisites: classified status in Environmental Studies program and consent of instructor and program coordinator. Planning, preparation and completion of an acceptable, interdisciplinary thesis. Credit on submission of thesis.

599 Independent Graduate Research (1-3)

Prerequisite: graduate standing in Environmental Studies and consent of instructor and program coordinator. May be repeated for credit for a maximum of three units.



European Studies

College of Humanities and Social Sciences

PROGRAM COORDINATOR

Cora A. Granata (History)

PROGRAM OFFICE

Humanities 815F

PROGRAMS OFFERED

Bachelor of Arts in European Studies

Minor in European Studies

PROGRAM WEBSITE

http://hss.fullerton.edu/history/european

PROGRAM COUNCIL

Gayle Brunelle (History), Jochen Burgtorf (History), Chad Briggs (Political Science), Angela Della Volpe (H&SS Associate Dean for Programs), Helene Domon (Modern Languages & Literatures), Cora A. Granata (History, Program Coordinator), Irene Lange (Coordinator, International Business), Bill Lloyd (Geography), Lynn Sargeant (History)

PARTICIPATING FACULTY

Renae Bredin (Women's Studies), Gayle Brunelle (History), Jochen Burgtorf (History), Edward Castronova (Economics), Vincent Dropsy (Economics), Nancy Fitch (History), Mark Goodrich (Music), Cora A. Granata (History), Lynne Gross (Communications), Jane Hipolito (Comparative Literatures), Ben Hubbard (Comparative Religions), Irene Lange (International Business), Paul Levesque (Comparative Religions), Bill Lloyd (Geography), Stewart Long (Economics), Robert McLain (History), Susan Parman (Anthropology), Kenneth Ravissa (Kinesiology), Lynn Sargeant (History), George St. Laurent (Comparative Religions), Michael Scavio (Psychology), Steve Walk (Kinesiology), Larry Ward (Communications), most regular faculty members in the English Department, most regular faculty members in Modern Languages & Literatures who specialize in European languages, and most regular faculty members in the Philosophy Department

ADVISER

Professor Cora A. Granata

INTRODUCTION

European Studies is an interdisciplinary program designed for students whose interests and career objectives are in areas such as business, journalism, entertainment, government service, law or education, as well as those who plan to study some aspect of the European experience at the graduate level. The program provides students already majoring in an existing discipline or department (i.e., history, business, art, economics, philosophy, etc.) the opportunity to have a second major or a related minor. In addition, the program fulfills the various cultural objectives common to any liberal arts program. It would be a particularly good choice for students seeking teaching credentials.

The program has eight learning objectives: (1) to understand holistically the historical development of European politics, economics, society and culture; (2) to recognize and analyze the contributions of cultural diversity to Europe's past and present; (3) to relate European regional developments to the global forces shaping developments in other world regions; (4) to identify the particular approaches of specific academic disciplines that study Europe; (5) to evaluate the advantages and disadvantages of specific disciplinary approaches to regional studies; (6) to synthesize from across the humanities and social sciences the multiple disciplinary approaches to the regional study of Europe; (7) to communicate both in writing and orally in a stylistically and grammatically correct manner in order to articulate the information learned in the program; (8) to think critically and to comprehend, analyze and synthesize information from a variety of primary and secondary sources, including written sources, images and film.

ADMITTANCE TO THE PROGRAM

Students wishing to be admitted to the major in European Studies must have acquired at least intermediate-level competency in a European language other than English. Further, they must have a solid foundation in Europe's geography, society and culture.

Upper-Division European Language Requirement

Intermediate-level competency in a foreign language, equivalent to the intermediate language courses numbered 204 in the Department of Modern Languages and Literatures, is a prerequisite to the upper-division European language requirement. It is therefore strongly recommended that students complete a minimum of three years of foreign language study while in high school. Competency equivalent to that achieved in a European language course numbered 204 satisfies the Second Language Graduation Requirement, which is required for the Bachelor's Degree in European Studies for all students who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton (see Second Language Requirement elsewhere in this catalog).

Completion of an advanced composition and grammar course is a core requirement for all European Studies students. In addition, majors must complete an additional upper-division foreign language class selected from those listed in the student's advisement track.

Students should enroll at the point in the sequence of courses for which their previous study and/or experience has prepared them. Students with no language background should enroll in fundamental 101-level courses. Normally, two years of high school language study are considered to be equivalent to one year of college language. Students just completing two years of high school language should begin at the 200-level intermediate courses.

European languages available at CSUF are French, German, Portuguese and Spanish. Students wishing to pursue other European languages may enroll in appropriate courses at other CSU or UC campuses or transfer credits from other accredited language programs.

Students may also meet the intermediate-level foreign language prerequisite by passing a proficiency exam administered by the European Studies Program Coordinator.

European Studies Foundation Courses and General Education

Students wishing to be admitted to the major in European Studies must have a solid foundation in Europe's geography, society and culture. Thus, students are strongly advised to choose from the following European Studies Foundation Courses when selecting their General Education (GE) course work. (GE requirements fulfilled by each European Studies Foundation Course are listed in italics.)

History 110A World Civilization to the 16th Century
Historical and Cultural Foundations Part A (II.A)

History 110B World Civilization since the 16th Century
Historical and Cultural Foundations Part A (II.A)

Geography 100 Global Geography
Disciplinary Learning Introduction to the Social Sciences (III.C.1)

Economics 201 Principles of Microeconomics
Disciplinary Learning Introduction to the Social Sciences (III.C.1)

Economics 202 Principles of Macroeconomics
Disciplinary Learning Implications and Explorations in the Social Sciences (III.C.2)

Art 201A Art and Civilization
Disciplinary Learning Introduction to the Arts (III.B.1)

Art 201B: Art and Civilization
Disciplinary Learning Introduction to the Arts (III.B.1)

History 230 The Ascent of Man
Disciplinary Learning Implications and Explorations in Mathematics and Natural Sciences (III.A.3)

Music 103 History of Rock Music
Disciplinary Learning Implications, Explorations and Participatory Experience in the Arts and Humanities (III.B.3)

Women's Studies 205 Women's World Movements
Lifelong Learning (IV)

Comp Lit 110 Literature of the Western World from Ancient through Medieval Times
Disciplinary Learning Introduction to the Humanities (III.B.2)

Anthro 100 Non-Western Culture and the Western Tradition
Disciplinary Learning Introduction to the Humanities (III.B.2)

Comp Lit 111 Literature of the Western World from the Renaissance through the 19th Century
Disciplinary Learning Introduction to the Humanities (III.B.2)

Comparative Religion 200 Introduction to Christianity
Disciplinary Learning Introduction to the Humanities (III.B.2)

Comparative Religion 210 Introduction to Judaism
Disciplinary Learning Introduction to the Humanities (III.B.2)

Philosophy 290 History of Philosophy: Greek Philosophy
Disciplinary Learning Introduction to the Humanities (III.B.2)

Bachelor of Arts in European Studies

The major consists of 39 upper-division units including a required set of core courses (18 units) and an elective component (21 units). At least 12 but not more than 15 units in the elective component must be drawn from one of the five advisement tracks: (1) European Culture, Religion and Philosophy; (2) European Fine Arts and Literatures; (3) European History, Politics and Society; (4) Communications, Business and Economics in Europe; and (5) Thematic Plan in European Studies.

Required Core Courses (18 units)

Geography (3 units)
Geography 336 Europe (3)

History (3 units)
Anthro 320 Cultures of Europe (3)
Economics 351 European Economic History (3)
History 320 Modern European History (1789-present) (3)
Poli Sci 330 Politics in Nation-States (3)

Upper-Division European Language Requirement (6 units minimum)

With the approval of the Program Coordinator, students wishing to pursue European languages other than those offered at CSUF may satisfy these requirements by enrolling in comparable courses at other CSU or UC campuses or by transferring credits from other accredited language programs.

1. Composition and Grammar (3 units)
   One course in advanced composition and grammar in a European language other than English.
   French 307 Advanced Composition & Grammar (3)
   German 305 Advanced Conversation & Composition (3)
   Portuguese 317 Advanced Conversation & Composition (3)
   Spanish 301 Advanced Conversation & Composition (3)
2. Upper-Division Specialty Course (3 units)
   One advanced Modern Languages & Literatures specialty course selected from those listed in the student's advisement track.

Upper-Division Writing Requirement (3 units)

European Studies does not offer its own upper-division writing course. Instead, students take an approved writing course in one of the program's constituent departments. For a European Studies major with a declared minor, the writing course in that minor will satisfy this requirement. For double majors, the writing requirement will be satisfied by taking the writing course in the second major.

European Studies Senior Colloquium (3 units)

Upper-Division Elective Courses (21 units, at least 12 but no more than 15 of which must be drawn from ONE of the following advisement tracks)

Established department prerequisites for courses in the advisement tracks will not be waived for European Studies students. Special topics, variable topics, and new courses, when such courses deal in some significant way with the European experience, may be approved for European Studies credit at the discretion of the Program Coordinator.

Advisement Tracks are designed to help students in their career and educational planning. The tracks represent central concentrations within the field of European Studies. While students gain their core knowledge of the category "Europe" by taking the European Studies Core Requirements, the advisement tracks allow students to develop further specialization in one of five central aspects of the European experience.

ADVISEMENT TRACK ONE: European Culture, Religion & Philosophy

This track is particularly useful for students whose career objectives are in education, as well as those who plan to study some aspect of the European experience at the graduate level. Students choosing Advisement Track One gain expertise in the changing, contested definitions of European cultural identity. They have the opportunity

to examine further the philosophical and religious underpinnings of European culture and to explore how Europeans have defined cultural insiders and outsiders based on ethnicity, race, religion, class and gender.

Afro-Ethnic Studies 335 History of Racism (3)

Anthro 320 Cultures of Europe (3) (unless selected to fulfill core requirements)

Comparative Religion 345A History and Development of Early Christian Thought (3)

Comparative Religion 345B History and Development of Modern Christian Thought (3)

Comparative Religion 346A History and Development of Jewish Thought: Biblical and Rabbinical Eras (3)

Comparative Religion 346B History and Development of Jewish Thought: Medieval and Modern Eras (3)

French 315 Origins of Modern France (3)

French 325 Contemporary French Civilization (3)

German 315 Introduction to German Civilization (3)

German 325 Current Trends in Culture of German-Speaking Peoples (3)

Kinesiology 380 History and Philosophy of Human Movement (3)

Kinesiology 381 Sport, Games, and Culture (3)

Philosophy 270 Ethics (3)

Philosophy 300 History of Philosophy: Rationalism and Empiricism (3)

Philosophy 301 History of Philosophy: Kant and the 19th Century (3)

Philosophy 303 Introduction to the Philosophy of Science (3)

Philosophy 311 Aesthetics: Philosophy of Art and Beauty (3)

Philosophy 323 Existentialism (3)

Philosophy 324 Existential Group (3)

Philosophy 345 Social and Political Philosophy (3)

Philosophy 348 Philosophy of Religion (3)

Philosophy 355 Philosophy of Law (3)

Philosophy 380 Analytic Philosophy: 1900 to 1950 (3)

Philosophy 381 The Analytic Tradition: 1950 to the Present (3)

Philosophy 382 Marx and Marxism (3)

Philosophy 383 Postmodernism (3)

Philosophy 410 Ethical Theory (3)

Philosophy 420 Metaphysics (3)

Philosophy 430 Epistemology (3)

Philosophy 440 Philosophy of Mind (3)

Portuguese 320 Introduction to Luzo-Brazilian Culture & Civilization (3)

Spanish 315 Introduction to Spanish Civilization (3)

Spanish 415 Contemporary Spanish Culture (3)

Women's Studies 302 Introduction to Intercultural Women's Studies (3)

ADVISEMENT TRACK TWO: European Fine Arts and Literature

This track is particularly useful for students whose career objectives are in the fine arts, entertainment, as well as those who plan to study some aspect of the European experience at the graduate level. Students choosing Advisement Track Two gain expertise in the production and analysis of high cultural artifacts in art, literature, music, oratory, and theatre. This track also allows students to examine the works of cultural minorities and women in fine arts and literature.

Art 301 Ancient Art (3)

Art 302 Medieval Art (3)

Art 311 Foundations of Modern Art (3)

Art 312 Modern Art (3)

Art 320 History of Architecture Before the Modern Era (3)

Art 401 History of Women Artists (3)

Art 413 History of Contemporary Art (3)

Art 431 Renaissance Art (3)

Comp Lit 315 Classical Mythology in World Literature (3)

Comp Lit 373 Nineteenth-Century Russian Literature (3)

Comp Lit 374 Twentieth-Century Russian Literature (3)

Comp Lit 450 Medieval Literature (3)

Comp Lit 451 Literature of the Renaissance (3)

English 315 Chaucer (3)

English 316 Shakespeare (3)

English 317 Milton (3)

English 347 The Fairy Tale (3)

English 374 The Gothic Novel (3)

English 416 Studies in Shakespeare (3)

English 450 Medieval Literature (3)

English 451 Elizabethan and Jacobean Drama (3)

English 452 Elizabethan Poetry and Prose (3)

English 453 17th-Century Poetry and Prose (3)

English 454 The Drama of the Restoration & the 18th Century (3)

English 455 Restoration and 18th Century Poetry and Prose (3)

English 456 The Development of the English Novel through Jane Austen (3)

English 457 The Romantic Movement in English Literature (3)

English 458 Victorian Literature (3)

English 459 Development of the 19th Century English Novel (3)

English 462 Modern British and American Novels (3)

English 463 Contemporary Novels in English (3)

English 464 Modern British and American Drama (3)

English 465 Contemporary Drama in English (3)

English 466 Modern British and American Poetry (3)

English 467 Contemporary Poetry in English (3)

English 491 Traditions of English Literary Criticism (3)

English 492 Modern Critical Theory (3)

Human Comm 430 Classical Rhetoric (3)

Human Comm 432 Contemporary Rhetoric (3)

Modern Languages & Literatures: Any adviser-approved upper-division course taught in a European language other than English. (3 or more)

Music 305 Women in Music (3)

Music 351A History and Literature of Music (3)

Music 351B History and Literature of Music (3)

Music 351C History and Literature of Music (3)

Music 456 Opera Literature and Interpretation (3)

Music 457A Song Literature and Interpretation (3)

Music 457B Song Literature and Interpretation (3)

Theatre 388 Period Styles and Form for the Theatre (3)

Theatre 475A World Theatre (3)

Theatre 475B World Theatre (3)

Theatre 475C World Theatre (3)

Theatre 475E World Theatre (3)

ADVISEMENT TRACK THREE: European History, Politics & Society

This track is particularly useful for students whose career objectives are in government service, law, as well as those who plan to study some aspect of the European experience at the graduate level. Students choosing Advisement Track Three gain further expertise in the historical evolution of European Political Institutions and Social relations. This track also allows students to examine European ethnic, gender, and class relations from historical, political and sociological perspectives.

Criminal Justice 450 Organized Crime and Intelligence Analysis (3)

French 315 Origins of Modern France (3)

French 325 Contemporary French Civilization (3)

German 315 Introduction to German Civilization (3)

German 325 Current Trends in Culture of German-Speaking Peoples (3)

History 311 World War II (3)

History 320 Modern European History (3) (unless selected to fulfill core requirements)

History 395 A History of the First World War (3)

History 402 Ancient and Medieval Britain (3)

History 403 Tudor-Stuart England (3)

History 404 History of Modern England and Great Britain (3)

History 405 History of the Jews (3)

History 406 The Holocaust (3)

History 409 Cities in European Civilization, 1000-1915 (3)

History 415A Classical Greece (3)

History 417A Roman Republic (3)

History 417B Roman Empire (3)

History 420 The Byzantine Empire (3)

History 421A History of the Christian Church to the Reformation (1517) (3)

History 421B History of the Christian Church from the Reformation to the Present (3)

History 423 Medieval History, 300-1350 (3)

History 424T Gender and Sexuality in History (3)

History 425A The Renaissance (3)

History 425B The Reformation (3)

History 427 Enlightenment and Revolution (3)

History 428 The Rise and Decline of Liberal Europe in the 19th Century (3)

History 429A Europe 1890-1945 (3)

History 429B Europe Since 1945 (3)

History 430 History of Science: Copernicus to the Present (3)

History 432 From Bismarck to Hitler: Modern Germany 1870-1945 (3)

History 434A Russia to 1890 (3)

History 434B The Russian Revolutions and the Soviet Regime (3)

Poli Sci 330 Politics in Nation-States (3) (unless selected to fulfill core requirements)

Poli Sci 340 Political Philosophy (3)

Poli Sci 350 World Politics in the 21st Century (3)

Poli Sci 438 Western European Democracies (3)

Poli Sci 457 Politics of International Economics (3)

Poli Sci 461 The United Nations and International Organization (3)

Poli Sci 476 International Law (3)

Portuguese 320 Introduction to Luzo-Brazilian Culture & Civilization (3)

Psychology 408 History of Psychology (3)

Sociology 410 Theories of Social Behavior (3)

Spanish 315 Introduction to Spanish Civilization (3)

Spanish 415 Contemporary Spanish Culture (3)

ADVISEMENT TRACK FOUR: Communications, Business & Economics in Europe

This track is particularly useful for students whose career objectives are in business, journalism, as well as those who plan to study some aspect of the European experience at the graduate level. Students choosing Advisement Track Four develop further expertise in the changing impact of European economic integration on global trade, communications and finance.

Economics 330 Comparative Economic Systems (3)

Economics 331 Economies in Transition (3)

Economics 335 The International Economy (3)

Economics 351 European Economic History (3) (unless selected to fulfill core requirements)

Economics 411 International Trade (3)

Economics 431 International Macroeconomics and Growth (3)

Economics 450 History of Economic Thought (3)

Finance 370 International Business Finance (3)

French 310 French in the Business World (3)

French 311 French for International Business (3)

French 407 French Film (3)

German 310 German in the Business World (3)

German 311 German for International Business (3)

German 482 German Literature & Culture in Film (3)

Human Comm 432 Contemporary Rhetoric (3)

Management 346 International Law for Business (3)

Management 350 International Management (3)

Management 480 Global Strategic Management (3)

Marketing 445 International Marketing (3)

Marketing 475 Export Marketing Strategies (3)

Marketing 489 Developing Marketing Strategies (3)

Portuguese 310 Portuguese in the Business World (3)

Radio-TV-Film 383 World Cinema (3)

Radio-TV-Film 426 Global Media Systems (3)

Spanish 310 Spanish in the Business World (3)

Spanish 311 Spanish for International Business (3)

ADVISEMENT TRACK FIVE: Thematic Plan in European Studies

This track is useful for students with specialized individual career goals or those with career plans in education. Students must develop their thematic plan in conjunction with the Program Coordinator to insure that their course of study meets European Studies learning goals.

Option 1: Individualized plan of study to be developed in conjunction with European Studies Program Coordinator.

Option 2: Open to Liberal Studies students only. Individualized plan of study to be developed in conjunction with Liberal Studies adviser and European Studies Program Coordinator.

Minor In European Studies

The minor consists of 19 upper-division units including a required set of core courses (10 units) and an elective component (9 units).

Required Core Courses (10 units)

Geography (3)

Geography 336 Europe (3)

History (3)

Anthro 320 Cultures of Europe (3)

Economics 351 European Economic History (3)

History 320 Modern European History (1789-present) (3)

Poli Sci 330 Politics in Nation-States (3)

Upper-Division Foreign Language Composition and Grammar (3)

One course in advanced composition and grammar in a European language other than English. With the approval of the Program Coordinator, students wishing to pursue European languages other than those offered at CSUF may satisfy these requirements by enrolling in comparable courses at other CSU or UC campuses or be transferring credits from other accredited language programs.

French 307 Advanced Composition & Grammar (3)

German 305 Advanced Conversation and Composition (3)

Portuguese 317 Advanced Conversation & Composition (3)

Spanish 301 Advanced Conversation & Composition (3)

European Studies Senior Colloquium (1)

Upper-Division Elective Courses (9 units)

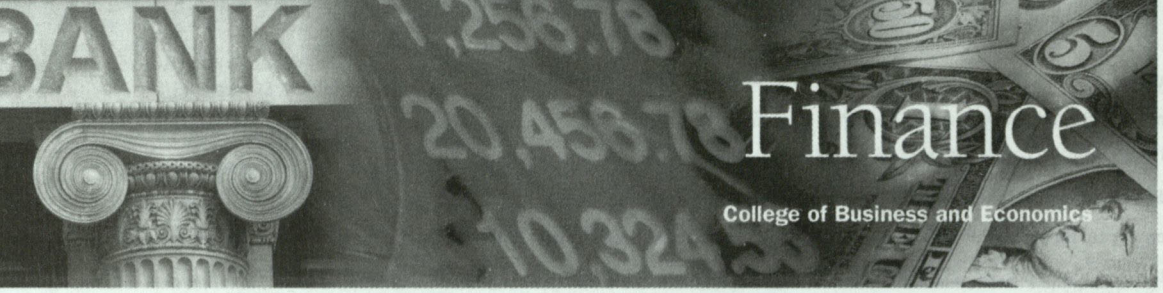
Students may choose to take any of the courses listed as electives for the major.

EUROPEAN STUDIES COURSES

Courses are designated as EUST in the class schedule.

490 European Studies Senior Colloquium (1-3)

Course open only to European Studies majors and minors with senior standing who have completed 6 units of European Studies Required Core Courses. Senior capstone seminar requires majors and minors to assemble a portfolio of prior work in European Studies and majors to complete an additional original research paper/project that deals in some way with a problem or challenge facing Europe today.



Finance

College of Business and Economics

DEPARTMENT CHAIR

Mark Hoven Stohs

DEPARTMENT OFFICE

College Park 1060-2

DEPARTMENT WEBSITE

www.business.fullerton.edu/finance

PROGRAMS OFFERED

Bachelor of Arts in Business Administration

Concentration in Finance

Master of Business Administration

Concentration in Finance

FACULTY

Vipin Agrawal, Su Chan, Carolyn Chang, Donald Crane, John Erickson, Joseph Greco, Tsong-Yue Lai, Yuming Li, Weili Lu, Yun Park, Catherine Richert, Zekiye Selvili, Mark Hoven Stohs, Donald Valachi, Blaine Walgren, Ko Wang, Jing Yang

ADVISERS

The Business Advising Center, Langsdorf Hall 731, provides information on admissions, curriculum and graduation requirements, registration and grading procedures, residence and similar academic matters. In addition, advising on curriculum content and career opportunities may be obtained from the chair of the Finance Department or from:

Financial Management
Vipin Agrawal, John Erickson, Yun Park

Personal Financial Planning
Donald Crane

Real Estate
Donald Valachi, Ko Wang

Securities and Investments
Yuming Li

Insurance and Financial Services
Weili Lu

International Finance
Joseph Greco

INTRODUCTION

In choosing their coursework, students are advised (but not required) to choose one of the five areas (advisory tracks) of study within the finance concentration. The corporate/international financial management track is designed to provide entry-level skills for students interested in the financial management of a non-financial firm. The international component of this track is designed for students who are interested in international corporate financial management. The financial institutions track may lead to employment in banks or savings and loan associations. The investment/financial planning track is designed for students interested in positions with brokerage firms or financial planning firms. The insurance and financial services track is designed for students interested in positions with life insurance firms. The real estate profession track is designed for students interested in careers in commercial brokerage, property management, property development and real estate finance. Students may also combine courses from different advisory tracks to meet a specialized educational objective.

Awards in Finance

Finance Outstanding Service Award

Finance Outstanding Student Award

Financial Executives Award

Peter M. Mlynaryk Outstanding Real Estate Student Award

John Nichols Investment Trust Award

9 ERZ/STARZ Target of Management Scholarships

Edward D'Cunha

Mercury Insurance Group

Pacific Life Insurance Award

Auto Club of Southern California

RIMS

Chen-da Su Insurance Award

Additional Awards

Actuary Scholarships (Math/Finance)

Aon Risk Services Insurance Award

CAIPA Insurance Scholarship (Chinese American Insurance Professionals Association)

Bill Doomey Memorial Insurance Scholarship

George Joseph Insurance Scholarship

Insurance Professionals of Orange County Award

New York Life Insurance Award

OCTFCU (Orange County Teachers Federal Credit Union) Financial Planning Award

Society of Financial Services Professionals Award

Travelers Insurance Award

Wang Family Insurance Award

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

See "Business Administration, Finance Concentration."

MASTER OF BUSINESS ADMINISTRATION

See "Business Administration, MBA Specialist Plan"

FINANCE COURSES

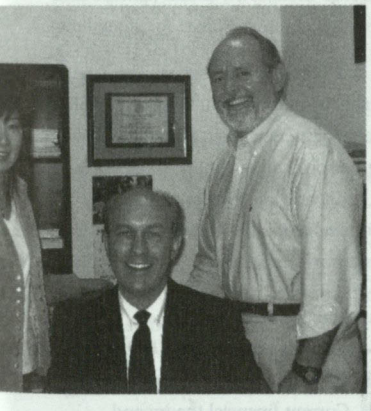
Courses are designated as FIN in the class schedule.

310 Personal Financial Management (3)

Financial problems of the household in allocating resources and planning expenditures. Housing, insurance, installment buying, medical care, savings and investments. Also examines the special financial planning problems faced by minorities and women. (May not be used to fulfill the concentration requirement in finance.)

320 Business Finance (3)

Prerequisite: Accounting 201A. Corequisites: InfoSys/DecSci 361A and Business Admin 301. Financing business enterprises; financial planning and control; analysis of alternative sources and uses of combinations of short-, intermediate- and long-term debt and equity. Cost of capital and capital investment decisions; capital budgeting analysis and valuation; working capital and capital structure management; corporate financial decisions in an international environment.



331 Working Capital Management and Computer Applications (3)

Prerequisite: Finance 320. Analysis of working capital management and policy. Use of available software programs and financial models in the management of cash and short- term securities; the management of accounts receivable and inventories; financial forecasting; and short-term financing.

332 Theory of Corporate Finance (3)

Prerequisite: Finance 320. Risk and return analysis. An introduction to asset pricing models for valuing debt and equity. Analysis of capital budgeting, capital structure and dividend theories, long-term financial planning and firm valuation.

335 Financial Analysis for Investors and Lenders (3)

Prerequisite: Finance 320. Interpretation of financial statements from the perspective of both the financial analyst and the creditor. Emphasis on the economic meaning of financial statement data for the purpose of valuing the firm's securities.

340 Introduction to Investments (3)

Prerequisite: Finance 320. Institutional characteristics of securities markets, security valuation and trading methods, fundamental and technical analysis, selection and management of securities, role of the capital asset pricing model in investing, options and futures markets, portfolio analysis and mutual funds.

342 Capital and Money Markets (3)

Prerequisite: Finance 320. Capital and money markets in the American and international economies; markets for new corporate and government issues; secondary markets; use of derivative securities for hedging; factors influencing yields and security prices.

351 Introduction to Real Estate (3)

Prerequisite: Finance 320. Real estate principles, practices and investment decisions. Equity investment, finance, legal aspects, practices, principles, property development, real estate administration in the public sector, real estate market analysis, and valuation.

352 Real Estate Finance (3)

Prerequisite: Finance 351. Financial institutions and real estate credit. Sources and uses of capital (funds) in financing real estate transactions. Money and capital markets and their effect on credit availability. Emphasis on secondary mortgage markets, securitization and derivative securities.

353 Real Estate Valuation (3)

Prerequisite: Finance 351. A comprehensive coverage of the basic concepts and principles of real estate valuation. Emphasis is placed on the use of the three approaches to valuation for the appraisal of both residential and income-producing properties. The role of valuation in real estate investment. Government regulation of appraisers.

355 Real Estate Investment Analysis (3)

Prerequisite: Finance 320. Alternative analytical techniques in evaluating real estate investments. Tax aspects, measurement of investment returns, application of computer models to investment decisions. Lecture, discussion and case analysis of major investment types – raw land, apartment houses, commercial and industrial uses.

360 Principles of Insurance (3)

Prerequisite: Finance 320. Analysis of the risk management process, introduction to property and liability insurance, employee benefits and financial planning. Overview of the insurance industry and insurance problems.

370 International Business Finance (3)

Prerequisite: Finance 320. Financing problems of the multinational business. The international financial environment, taxation of foreign income, the cost of capital in international capital and money markets, problems of risk in foreign investments, and financial techniques for the operation of the multinational firm.

371 Export-Import Financing (3)

Prerequisite: Finance 320. Institutional arrangements, methods and techniques used to finance international trade. Government and financial institution services. Risk-return aspects of international sales, insurance needs, the use of letters of credit, international factoring, accounts receivable insurance and other financing techniques. Review of required export-import documentation.

373 Asia-Pacific Financial and Security Markets (3)

Prerequisite: Finance 320. Overview of financial markets in Japan, Korea, Taiwan, China, Hong Kong, Singapore and Southeast Asia. Historical perspectives, regulations, more recent liberalization and internationalization and institutional technical aspects of the stock, bond, and other financial markets.

410 Theory & Practice of Personal Financial Planning (3)

Prerequisite: Finance 320. Developing, implementing and monitoring comprehensive personal financial plans. Includes risk management, investments, taxation, retirement and estate planning, as well as professional practices.

411 Retirement and Estate Planning (3)

Prerequisite: Finance 320. Development of retirement objectives, needs and financial condition. Forecasting retirement income from employer based retirement plans, IRAs, insurance policies, social security, and investment programs. Medicare, medical, group life and health benefits after retirement. Property titling, wills and transfers in contemplation of death.

425 Commercial Bank and Financial Institution Management (3)

Prerequisite: Finance 320. The solution of financial institution problems. Major financial intermediaries and the decision-making problems they face. Regulation and its effect on management operations. Group problems and case studies.

432 Financial Forecasting and Budgeting (3)

Prerequisite: Finance 320. Forecasting in financial management; profit planning and control process; goals, technical procedures, and effects of budgeting; mechanics of forecasting and budgeting, follow up and control.

433 Problems in Business Finance (3)

Prerequisite: Finance 332. Case studies. Group problems and case studies relating to estimation of funds requirements, long-term financial planning, evaluation of cash flows, financing acquisitions and mergers, capital budgeting and cost of capital. Team-building, leadership and computer-assisted presentation skills. Not applicable for graduate degree credit.

442 Advanced Investment Analysis (3)

Prerequisites: Finance 340 and InfoSys/DecSci 361A. Securities markets and company analysis, security valuation models, the CAPM and the APT, option pricing, and portfolio models. Practical application of investment theory and recent literature will be emphasized. Students may not receive credit for both Finance 442 and 541.

444 Options and Futures (3)

Prerequisite: Finance 340. Put and call options, option pricing theory and models. Financial futures pricing, hedging strategies and models. Institutional characteristics of futures trading. Options and futures on stock indices. Options on futures, theoretical relationship between options and futures.

454 Real Estate Market Analysis (3)

Prerequisite: Finance 351. Factors and influences of urban growth and development. Economic factors and real estate supply and demand. Location theory and urban growth patterns. Public policy as a factor in real estate development. Analysis of real estate markets.

456 Property Development and Management (3)

Prerequisite: Finance 351. Decision making in the property development process – from raw land to marketing and management of the completed product. Policy formulation and implementation, project feasibility analysis, financial analysis, computer assisted analysis; case studies.

461 Business Property and Liability Risk Management (3)

Prerequisite: Finance 360. Course covers the duties and functions of a corporate risk manager, the major commercial property liability lines including business income, general liability, commercial auto workers compensation, business owner insurance, and operation of property liability insurers.

462 Life and Health Insurance (3)

Prerequisite: Finance 360. Course covers the analysis of various types of life annuity and health insurance contracts, major employee benefit plans adopted by corporations and the organization and management of life and health insurance companies.

495 Internship (1-3)

Prerequisites: Finance 332, a concentration in finance, consent of department internship adviser, junior standing, 2.5 GPA and one semester in residence at the university. Also open to international business majors. Planned and supervised work experience. May be repeated for credit up to a total of six units. Credit/No Credit only.

499 Independent Study (1-3)

Prerequisites: Finance 320 and consent of the instructor and department chair. Open to undergraduate students desiring to pursue directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

517 Managerial Finance (3)

Prerequisite: Accounting 510 and classified CBE status. The modern theory and practice of financial management.Brief review of net present value and the time value of money. Basic principles of risk and return, from an asset pricing perspective, as applied to the valuation of debt and equity. Capital budgeting and forecasting. Capital structure and dividend theory. Firm valuation from a value-based management and corporate governance perspective.

523 Seminar in Corporate Financial Management (3)

Prerequisites: Finance 517 or equivalent and classified CBE status. The analysis of the financial decision-making process through case studies and seminar presentations. Current financial theory and models. International applications.

533 Seminar in Financial Administration (3)

Prerequisites: Finance 523 and classified CBE status. Optimal financing and asset administration; advanced techniques of capital budgeting; application of analytical methods to the administration of the finance function of the business firm.

540 Seminar in Financial Markets (3)

Prerequisites: Finance 517 or equivalent and classified CBE status. Structure and operation of major financial institutions; portfolio composition, price-cost problems, and market behavior; analysis of financial intermediation and interrelation of financial institutions and markets.

541 Seminar in Investment Management (3)

Prerequisites: Finance 517 or equivalent and classified CBE status. Problems of investment and portfolio management; concepts of risk evaluation and investment criteria; analysis of interest rate movements; investment valuation and timing; regulation and administrative problems of the industry. Students may not receive credit for both Finance 442 and 541.

543 Entrepreneurial Finance (3)

Prerequisites: Finance 517, Accounting 510 and Accounting 511. This course deals with financing a new/small firm including forecasting the firm's investment needs, raising short-term funding and banking relationships, managing working capital, making fixed assert investment and managing risk.

551 Seminar in Real Estate Investment (3)

Prerequisites: Finance 517 or equivalent and classified CBE status. Problems of real estate investment; concepts of evaluation and investment criteria; analysis of real property values; real estate development and financing. Case studies.

570 Seminar in International Financial Management (3)

Prerequisites: Finance 517 or equivalent and classified CBE status. The financial problems of the multinational firm. International financing instruments, capital investment decisions, and constraints on the profitability of multinational businesses.

597 Project (3)

Prerequisites: Finance 517 or equivalent and classified CBE status, consent of instructor and approval by Department Chair. Directed independent inquiry. Not open to students on academic probation.

599 Independent Graduate Research (1-3)

Prerequisites: Finance 517 or equivalent and classified CBE status, consent of instructor and approval by Department Chair and Associate Dean. May be repeated for credit. Not open to students on academic probation.



Geography

College of Humanities and Social Sciences

INTRODUCTION

Geography is the study of the earth as the home of humanity. Geography provides a broad understanding of the processes that unite people, places and environments. Geographers explore the diverse regions of the contemporary world in pursuit of global understanding. They tie together the study of human spatial organizations and cultural landscapes with an in-depth investigation of the earth's landforms, climates and vegetation. Their methods range from fieldwork in foreign areas to advanced information technologies like computerized geographic information systems. Geography graduates find rewarding careers in environmental analysis and planning, business, government agencies and education.

International Learning Opportunities in Geography

The Department of Geography is strongly committed to providing students with an international perspective. Geography 100 Global Geography offers a broad overview of the major countries and regions of the earth. Upper-division courses in Latin America (Geography 333), Europe (Geography 336), Asia (Geography 340) and Africa (Geography 344) offer an opportunity for in-depth study of specific regions. Finally, many other courses (Geography 120 Global Environmental Problems and Geography 360 Geography of the World's Economics, for example), include a strong international emphasis. In recent years, members of the geography faculty have conducted fieldwork in Asia, South America and Europe.

BACHELOR OF ARTS IN GEOGRAPHY

Credential Information

The bachelor's degree in geography may be effectively combined with subject matter studies necessary for either the multiple subject teaching credential (K-8) or single subject credential (7-12) in social studies. Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the College of Education (714-278-3411) to obtain information on attending an overview presentation.

The Bachelor of Arts in Geography requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives.

The major consists of at least 39 units of geography, of which at least 21 units must be in upper-division courses. Students may satisfy some requirements with equivalent course work taken at other institutions. Each course counted toward the major must be completed with a grade of "C" (2.0) or higher. Students are encouraged to take additional geography courses beyond the minimum required for the major.

Career Emphasis

Geography graduates often find employment in such areas as environmental planning and related technical fields. For this reason, an optional upper-division emphasis in environmental analysis is available within the major.

Major in Geography

The major consists of a total of 39 units of course work.

DEPARTMENT CHAIR

William Lloyd

DEPARTMENT OFFICE

Humanities 420A

DEPARTMENT WEBSITE

http://geography.fullerton.edu/

PROGRAMS OFFERED

Bachelor of Arts in Geography

Minor in Geography

Master of Arts in Geography

FACULTY

John Carroll, Mark Drayse, Wayne Engstrom, Deborah Feder, Gary Hannes, William Lloyd, Jon Taylor, Robert Voeks, Barbara Weightman, Robert Young

ADVISERS

Undergraduate: Wayne Engstrom

Graduate: Jon Taylor

Lower-Division Core (15 units)

Geography 100 Global Geography

Geography 110 Physical Geography

Geography 160 Human Geography

Geography 281 Map Making with GIS

Three additional units from courses numbered 280 to 289.

Environmental Geography (3 units)

Geography 329 Cities and Nature

OR Geography 350 Nature and Society

Human Geography (3 units)

Geography 357 Spatial Behavior

OR Geography 360 Geography of the World's Economies

OR Geography 370 Cities and Suburbs

Physical Geography (3 units)

Geography 312 Geomorphology

OR Geography 323 Weather and Climate

OR Geography 325 Natural Vegetation



Regional Geography (3 units)

Three units from courses numbered 330 to 349.

Advanced Geography (6 units)

Six units from courses numbered 400 to 489.

Geography Elective (3 units)

Three units lower or upper-division geography not used to satisfy any other requirement.

Upper-Division Writing Requirement (3 units)

English 301 Advanced College Writing

OR English 360 Scientific and Technical Writing

Second Language Graduation Requirement

Students in the Bachelor of Arts in Geography program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

Capstone Requirement

Prior to graduation, each student must demonstrate a critical understanding of the major processes that shape the earth's landscapes, regions and places, and that influence human interaction with the earth's cultural and physical environments. This requirement will be met through satisfactory completion of one of the following capstone courses:

Geography 422 Regional Climatology

Geography 425 Tropical Rainforests

Geography 426 The Coastal Environment

Geography 450 Human Response to Environmental Hazards

Geography 452 Ecotourism

Geography 475 Interpretation of Urban Landscapes

Geography 478 Urban Planning Principles

Geography 488 Land Use Analysis

Units earned from the capstone course can be used to satisfy the Advanced Geography or Geography Elective requirements of the Geography Major.

Emphasis In Environmental Analysis

The emphasis consists of a total of 39 units of course work.

Lower-Division Core (15 units)

Geography 100 Global Geography

Geography 110 Physical Geography

Geography 160 Human Geography

Geography 281 Map Making with GIS

Three additional units from courses numbered 280 to 289.

Environmental Geography (3 units)

Geography 350 Nature and Society

Human Geography (3 units)

Geography 357 Spatial Behavior

OR Geography 360 Geography of the World's Economies

OR Geography 370 Cities and Suburbs

Physical Geography (6 units)

Geography 329 Cities and Nature

OR Geography 312 Geomorphology

OR Geography 323 Weather and Climate

OR Geography 325 Natural Vegetation

Regional Geography (3 units)

Three units from geography courses numbered 330 to 347.

Advanced Geography (6 units)

Six units from Geography 422, Geography 425, Geography 426, Geography 482, or Geography 488.

Upper-Division Writing Requirement (3 units)

English 301 Advanced College Writing

OR English 360 Scientific and Technical Writing

Second Language Graduation Requirement

Students in the Environmental Analysis Emphasis who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

Capstone Requirement

Prior to graduation, each student must demonstrate a critical understanding of the major processes that shape the earth's landscapes, regions and place, and that influence human interaction with the earth's cultural and physical environments. This requirement will be met through satisfactory completion of one of the following capstone courses:

Geography 422 Regional Climatology

Geography 425 Tropical Rainforests

Geography 426 The Coastal Environment

Geography 450 Human Response to Environmental Hazards

Geography 452 Ecotourism

Geography 488 Land Use Analysis

Units earned from the capstone course can be used to satisfy the Advanced Geography requirement of the Emphasis in Environmental Analysis.

MINOR IN GEOGRAPHY

The minor in geography serves students seeking a geographic perspective to complement their major. Interested students should take at least 21 units of geography, including Geography 100 and three units from the following (110, 120, 160 or 281) and a minimum of 12 units of upper-division work. All courses counted toward the minor must be completed with a grade of "C" (2.0) or higher. Faculty advisers are available to help students structure their minor in geography.

MASTER OF ARTS IN GEOGRAPHY

This program provides advanced study in human and physical geography with an emphasis on theory and research. Graduates are prepared in the application of interpretive and analytical concepts and techniques to a broad spectrum of geographic situations. Such study directly serves those whose careers involve urban, regional, and environmental planning and geographic education. Geographic perspectives and methods are highly applicable to a wide range of careers in business, industry and government.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/

Admission and Conditional Classification

The department requires a grade-point average of at least 3.0 in the last 60 semester units attempted and a 3.0 grade-point average in all geography courses. Students who have no, or a limited, background in geography will be expected to make up the deficit by taking appropriate course work in consultation with the departmental graduate adviser.

All students are required to demonstrate competency in each of geography's four main subfields: human, physical, regional and technical. Competency is normally demonstrated by completion of at least 18 units at the upper-division or graduate level with a 3.0 grade-point average.

Graduate Standing: Classified

After completion of all prerequisites and removal of deficiencies, the student must develop an approved study plan in consultation with a personal faculty adviser and the graduate program adviser in order to be classified.

All students must complete six units of upper-division technical courses. Three units are prerequisite to classified standing. If the remaining three units were not taken as undergraduate work, they may be included in the study plan.

Study Plan

The study plan consists of 30 units of course work distributed as follows:

Required Courses

Geography 500 Seminar in Geographic Research (3)

Geography 520 Seminar in Physical Geography (3)

Geography 550 Seminar in Human Geography (3)

Geography 500-level course (3)

Geography 599 Independent Graduate Research (3)

Electives (12-15 units)

Senior-level or graduate course work in geography (15 units unless approved for thesis; may include additional Geography 500-level courses; up to six units from related fields).

Thesis or Comprehensive Exam (0-3 units)

Geography 598 Thesis (3) (department approval required)

Students must follow one of two plans: Plan A requiring a comprehensive examination or Plan B requiring a thesis.

Plan A requires the development of a specific field of interest and a written, three-part comprehensive exam testing knowledge in human geography, physical geography, and the student's specified area of interest. The examination may be repeated only once. Plan B requires the development of a specific field of interest, a written thesis, and a subsequent oral defense.

All students will follow Plan A unless approval for the thesis option is granted. In order to follow Plan B, the thesis option, students must have the written consent of their thesis supervisor and all members of a thesis committee. Permission to write a thesis may be granted only to students who have (1) achieved a 3.25 grade-point average after 15 units of upper-division and graduate course work and (2) demonstrated proficiency in research and writing skills.

For further details or advisement, communicate with the Department of Geography graduate program adviser.

GEOGRAPHY COURSES

Courses are designated as GEOG in the class schedule.

100 Global Geography (3)

Introduction to world's geographical regions. Cultural patterns and their evolution in diverse physical environments.

110 Physical Geography (3)

Introduction to the major components of the physical environment including landforms, climate, natural vegetation and soils. (CAN GEOG 2)

120 Global Environmental Problems (3)

Prerequisite: Completion of General Education Category III.A.2. A geographical analysis of the Earth's principal environmental problems. Subjects include population growth, agriculture and pesticides, climate change, forestry and fishing, energy, endangered species, and appropriate development.

160 Human Geography (3)

Prerequisite: completion of General Education Category III.C.1. An Introduction to Human Geography. Understanding the regional distribution of language, religion, population, migration and settlement patterns, political organization, technology, methods of livelihood over the earth. (CAN GEOG 4)

281 Map Making with Geographic Information Systems (3)

The principles and practice of effective map making using computerized geographic information systems technology. (2 hours lecture, 2 hours laboratory)

283 Introduction to Geographic Information (3)

Introduction to the variety of evidence used in geographic analysis and the sources and techniques for acquiring geographic evidence.

312 Geomorphology (3)

Prerequisite: Geography 110, Geology 101, or consent of instructor. Landforms and the processes responsible for their evolution.

323 Weather and Climate (3)

Prerequisite: Geography 110 or consent of instructor. Atmospheric elements and controls, fronts, severe weather, and climatic classification systems.

325 Natural Vegetation (3)

Prerequisite: junior or senior standing. The geography of the globe's natural vegetation associations. Examines the role of plate tectonics, climate, soils, fire and humans as agents of landscape-level vegetation change.

329 Cities and Nature (3)

Prerequisite: Geography 110 or consent of instructor. Overview of the impact of urbanization on land forms, climate, vegetation, and animals. Planning implications and case studies.

330 California Landscapes (3)

Prerequisite: junior or senior standing. The landscapes of California, their environmental characteristics, development patterns and current problems.

332 United States and Canada (3)

Prerequisite: completion of General Education Category III.C.1. The United States and Canada. The interrelated physical and cultural features that give geographic personality to the regions.

333 Latin America (3)

Prerequisite: completion of General Education Category III.C.1. Mexico, Central America, the Caribbean and South America. Explores the region's physical and cultural landscapes. Emphasis on nature-society problems.

336 Europe (3)

Prerequisite: junior or senior standing. The basic physical and human lineaments of Europe. The elements that distinguish and give character to its major regional divisions.

340 Asia (3)

Prerequisites: junior or senior standing and completion of the General Education Category III.C.1. The physical, human and regional geography of Asia from Pakistan and India through Southeast Asia and the Malay Archipelago to China, Japan and Korea.

344 Africa (3)

Prerequisite: junior or senior standing. The physical, human and regional geography of Africa. Saharan borderlands, East Africa and Southern Africa.

350 Nature and Society (3)

Prerequisites: completion of General Education Category III.C.1 and junior or senior standing. An exploration of the interface between human systems and natural systems. The course covers a variety of factors affecting human interaction with the earth, including environmental ethics, public policy and technology.

352 The National Parks (3)

The park system and its evolution as related to conservation, preservation, and recreational land use. Cultural heritage and physical environment.

357 Spatial Behavior (3)

Prerequisite: junior or senior standing. A geographic approach to perception and behavior in local and global spatial settings.

360 Geography of the World's Economies (3)

Geographic perspectives on the global production of goods and services and their distribution to consumers. An exploration of key geographic issues in uneven development, international trade, investment patterns, and the spatial integration of local and regional economies.

370 Cities and Suburbs (3)

Prerequisite: junior or senior standing. American metropolitan systems and city-region linkages. Theories and spatial models of social and economic patterns within cities and suburbs; planning implications of these locational patterns.

422 Regional Climatology (3)

Prerequisite: Geography 323 or consent of instructor. Major climatic regions of the world; the physical factors that produce climatic patterns.

425 Tropical Rainforests (3)

Prerequisites: Geography 110 and Geography 325 or equivalent. Discussion/seminar examining the geography, ecology, and human use of tropical rainforests. Focus on the causes and consequences of deforestation, sustainable development, and preservation.

426 The Coastal Environment (3)

Prerequisites: Geography 110 and one upper-division physical geography course. An overview of coastal geomorphology, climatology, and plant geography with an emphasis on Southern California. Human interaction, modification, and management of those systems.

450 Human Response to Environmental Hazards (3)

Prerequisites: Geography 110 and at least 3 units of 300-level geography course; Geography 350 preferred. Explore issues involved as human endeavor to minimize the impact of hazards in the environment. Understand the importance of cognition, perception, communication, mitigation, and preparedness as societies cope with hazards posed by the natural world and human action. (Letter grade or credit/no credit.)

452 Ecotourism (3)

Prerequisite: senior or graduate standing. Evolution and distribution of nature-based tourism. The role of ecotourism in regional development and environmental conservation. Focus on sociocultural impacts in less developed countries.

475 Interpretation of Urban Landscapes (3)

Prerequisites: Geography 357 or 370 and consent of instructor. A geographic view of the city as a landscape composite of structure, space, place and experience. Emphasis is on the European and North American city.

478 Urban Planning Principles (3)

Prerequisite: Geography 370, Poli Sci 320, or consent of instructor. Seminar/discussion on the conceptual themes and legal foundations of American urban planning. Policy areas associated with urbanization and suburbanization processes: land use, economic development, redevelopment, housing systems, neighborhood dynamics and growth management. (Same as Poli Sci 478)

481 Geographic Information Systems: Introduction (3)

Prerequisite: senior or graduate standing. Methods and applications of computer-assisted mapping and geographic information systems. Instructional fee. (2 hours discussion, 3 hours lab)

482 Environmental Impact Assessment (3)

Prerequisites: Geography 350, 431, 478, or equivalent. Techniques relevant to environmental impact assessment in accord with CEQA (state) and NEPA (federal) regulations. Systematic evaluation of major environmental impact topics. Individual and small team activities.

484 Urban Planning Methods (3)

Prerequisite: Geography 478 or Poli Sci 478. Seminar and Practicum on methods in urban planning. Analytical techniques and basic data sources. Population forecasting, housing surveys, economic development, fiscal impacts and area revitalization. Individual and team projects. (Same as Political Science 484)

485 Geographic Information Systems: Principles and Applications (3)

Prerequisite: Geography 481 or equivalent. Integrated computer-assisted methods for handling spatial data, including database design, data conversion and updating, information retrieval, analysis, modeling and mapping. Instructional fee.

486 Environmental Remote Sensing (3)

Prerequisite: Geography 481 or consent of instructor. This course covers the fundamentals of remote sensing science and digital image processing. Focus on remote sensing principles and the processing and interpretation of remotely sensed data using image processing techniques and software.

488 Land Use Analysis (3)

Prerequisites: junior, senior, or graduate standing and consent of instructor. Urban and rural land use and settlement; geographic field problems. Application of geographic techniques and tools to local field studies.

495 Internship in Applied Geography (1-3)

Prerequisites: senior standing and consent of instructor. Students work specified number of hours in appropriate public or private organizations under the supervision of their staff and as coordinated by departmental faculty. Interns meet with instructor by arrangement. May be repeated for a maximum of three units of credit.

499 Independent Study (1-3)

Prerequisite: senior standing. Consent of instructor under whom study will be taken required before enrolling. May be repeated for a maximum of six units of credit.

500 Seminar in Geographic Research (3)

Prerequisites: graduate standing and consent of instructor. A required seminar to be taken prior to the development of a thesis.

520 Seminar in Physical Geography (3)

Prerequisite: graduate standing or consent of instructor. Research in physical geography: methods and contemporary themes. Case studies in climatology, geomorphology, and plant geography.

530T Seminar: Selected Topics in Geography (3)

Prerequisite: graduate standing or consent of instructor. Various topics selected from any of the subfields of geography. The topic chosen and a general outline of the seminar are circulated prior to registration. May be repeated for credit.

550 Seminar in Human Geography (3)

Prerequisite: graduate standing or consent of instructor. Survey of methodology and case studies including: experiential environments; rural landscapes; urban, social, and economic structure; Geography and public policy; and Third World development.

597 Project (3)

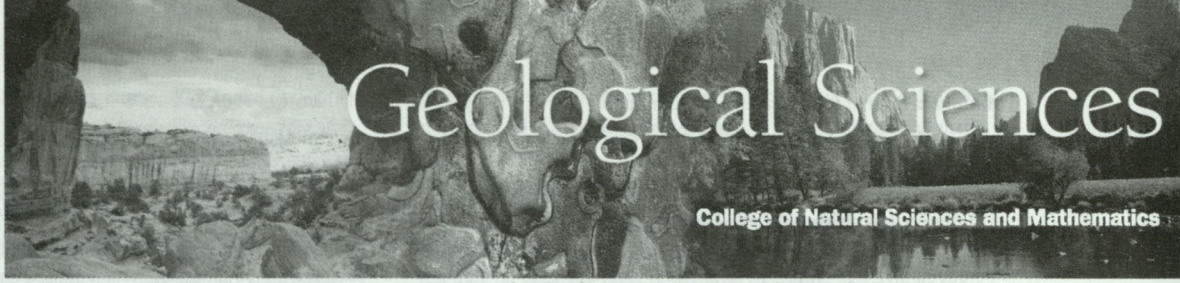
Prerequisites: Geography 500 and consent of adviser.

598 Thesis (3)

Prerequisites: completion of Geography 500, advancement to candidacy and consent of instructor.

599 Independent Graduate Research (1-3)

Open to graduate students by consent of instructor. May be repeated for credit.



Geological Sciences

College of Natural Sciences and Mathematics

DEPARTMENT CHAIR

Diane Clemens-Knott

DEPARTMENT OFFICE

McCarthy Hall 254

PROGRAMS OFFERED

Bachelor of Science in Geology

Minor in Geology

Master of Science in Geology

Emphasis in Geochemistry

(under Master of Science in Chemistry)

DEPARTMENT WEBSITE

http://geology.fullerton.edu

FACULTY

Phillip A. Armstrong, David Bowman, Gaylen R. Carlson, Diane Clemens-Knott, Matthew E. Kirby, Jeffrey Knott, W. Richard Laton, John H. Foster, Brady Rhodes, Adam D. Woods

ADVISERS

Geology students must be advised before or immediately upon entering the major in order to design an efficient course progression that will meet their objectives. While enrolled, students must meet with an adviser each semester prior to registration for the following semester. The adviser will assist in scheduling of courses, selection of courses, and solving problems should any arise. To be advised, students should contact the department office for available advisers. Special advisers are available for: Geochemistry Emphasis, M.S. in Chemistry (Diane Clemens-Knott); Earth Science Education (Gaylen Carlson).

INTRODUCTION

Geological Sciences is the study of Earth through time, including its physical nature, chemical composition and dynamics, as well as its origin and evolution. In addition to the quest for understanding the way Earth works and its relation to the solar system, geological scientists are involved in the search for energy, mineral and water resources, the evaluation and remediation of environmental hazards, and the prevention and/or prediction of natural disasters such as earthquakes, volcanic eruptions, landslides, coastal erosion, and floods. About 60 percent of all geological scientists are employed by private industry, primarily by engineering, environmental, petroleum and mining companies. Others are employed by government agencies, educational institutions and research centers.

Faculty expertise spans much of the breadth of the Earth Sciences, and that breadth is reflected in the curriculum. Faculty research focuses on aspects of Earth's recent history and the record of past surface environments. Research specialties including seismology and active tectonics, Quaternary geology and geomorphology, hydrology and engineering geology, volcanism and sedimentation, and environmental and climate change reflect this focus. Each undergraduate and graduate student is required to work one-on-one with a faculty member to complete a research project. Thus, through the combination of course work and thesis research, CSUF graduates obtain both breadth and specialization in the geological sciences.

The B.S. and M.S. requirements are designed to help students develop an appreciation and understanding of Earth, as well as to prepare students for (1) employment in industry or government, (2) teaching at the elementary, high school and community college level, and (3) further graduate studies in the geological sciences. The B.S. core is firmly rooted in field-based instruction and culminates in a summer field course; the M.S core focuses on analyzing primary literature and writing research proposals. Over thirty 300-, 400- and 500-level electives are offered on a regular schedule, enabling students to design individual study plans that satisfy their personal educational goals.

Evening Program

The department offers an evening and weekend program of courses that satisfies requirements for the major with the exception of the field camps. All graduate courses are offered in the late afternoon and evening (with weekend field trips). Consult the department for details.

BACHELOR OF SCIENCE IN GEOLOGY

Of the 120 units required for graduation, a minimum of 48 are in geological sciences, 30 in related fields, and 39 in general education courses. The remaining 3 undesignated units are selected to meet particular needs of each student. To qualify for the B.S. degree, students must have a "C" (2.0) or better in all geological sciences courses applied towards the 48-unit requirement; in addition, students must have a 2.0 average in required courses in related fields. Proficiency in English composition is required.

Undergraduate Thesis (3 units)

In this capstone experience, majors work one-on-one with a faculty adviser on a research project participating in all phases of the scientific process, beginning with defining a hypothesis in a written research proposal, collecting and analyzing appropriate data, and writing a report. Students are encouraged to begin research during their junior year. The presentation of undergraduate theses at professional meetings and/or in peer-reviewed literature is strongly encouraged. The Undergraduate Thesis (Geological Sciences 493) satisfies the University's upper-division writing requirement.

Minimum Course Requirements for the Major

Geological Sciences 101 Physical Geology (3)

OR Geological Sciences 110T Topics in Earth Science (4)

OR Geological Sciences 140 Earth's Atmosphere and Oceans (3)

Geological Sciences 101L Physical Geology Lab (1)

Geological Sciences 201 Earth History (3)

Geological Sciences 303A Mineralogy and Introduction to Petrology (4)

Geological Sciences 303B Igneous and Metamorphic Petrology (4)

Geological Sciences 321 Sedimentation and Stratigraphy (4)

Geological Sciences 335 Hydrology and Surface Processes (3)

Geological Sciences 360 Structural Geology (4)

Geological Sciences 380 Geologic Field Techniques (3)

Geological Sciences 456 Geophysics (3)

OR Geological Sciences 406 Geochemistry (3)

Geological Sciences 481A Geology Field Camp I (4)

Geological Sciences 498 Undergraduate Thesis (3)

Upper-Division Geological Sciences Electives (8-9 units)

The Department offers more than thirty 300-, 400-, and 500-level electives that may be applied to the Geology B.S., assuming prerequisites are met. Students choose electives to explore fields of interest within the geosciences, and to develop strengths necessary for their chosen undergraduate research projects and/or post-graduate plans. Electives should be selected in consultation with an adviser. No more than 3 units from any combination of Geological Sciences 493, 495, 496L and 499L can be counted toward meeting this 8-9 unit requirement.

(Note: Geological Sciences 310T is not accepted as credit toward meeting requirements for the major.)

Related Fields (30 units minimum)

Geoscientists address an extremely wide variety of issues, and their scientific strengths vary accordingly. For example, environmental geology requires strength in chemistry and statistics; seismology requires strength in physics, math and computer science; and paleontology requires strength in biology and statistics. The flexible organization of the related field's requirements enables students and their advisers to select a package of courses that best supports the student in their educational and professional endeavors. At least one of the related field's tracks must include a second-semester lab course. If the selected related field's courses total less than 30 units, additional units must be taken from other science-math-engineering departments (see list below). Courses not included on the list must be approved in writing by an undergraduate adviser.

Biology 101 Elements of Biology (3)

OR Biology 171 Evolution and Biodiversity (5)

OR a life science course from another institution that is acceptable to CSUF and that demonstrates treatment of whole-organism-biology and concepts of evolution and ecology.

Chemistry 120A and 120B General Chemistry (5,5)

OR Chemistry 120A General Chemistry (5)

AND Chemistry 125 General Chemistry for Engineers (3)

Mathematics 150A and 150B Calculus (4,4)

OR Mathematics 130 A Short Course in Calculus (4)

AND EITHER Mathematics 337 Introduction to Experimental Design and Statistics in the Laboratory Sciences (3)

OR Mathematics 338 Statistics Applied to Natural Sciences (4)

Physics 225, 225L Fundamental Physics - Mechanics (3,1)

AND Physics 226 Fundamental Physics - Electricity & Magnetism (3)

OR Physics 211, 211L, 212 Elementary Physics (3,1,3), with consent of adviser.

One additional semester course selected with approval of adviser from courses such as the following:

Biology 172, 210, 300, 319

Chemistry 301A, 315, 325, 361A

Computer Science 241

EGCE 301, 324, 436, 441

Geography 481, 485

Mathematics 250A, 250B

Physics 227, 227L, 300, 310, 320, 330

Science- or engineering-based transferable extension certificate courses from other universities.

Undesignated Units (0-3 units)

These are to be taken in geological sciences, related fields and/or career-supporting fields, with adviser approval.

General Education (39 additional units required)

12 General Education units (Category III.A.) are embedded in the Related Fields requirements for the Geology B.S. The remaining 39 units are selected by the student.

Since the Bachelor of Science in Geology is a high-unit program, majors are exempt from the Second Language Graduation Requirement.

See University catalog and consult your adviser for proper course selection.

MINOR IN GEOLOGICAL SCIENCES

A minimum of 20 units in geological sciences courses is required for the minor, of which at least 12 must be upper division, and at least 6 of these 12 must be taken in residence. Up to 3 units of Geological Sciences 3l0T may be applied. Prospective minors should make an appointment with a department adviser in order to select courses that most closely match their educational goals. Prospective teachers should include courses in physical geology, Earth history, hydrology and surface processes, oceanography, mineralogy, petrology, Earth Science for Science Teachers (Geological Sciences 420).

CREDENTIAL PROGRAM

The bachelor's degree in Geology may be effectively combined with subject matter studies necessary for the single subject teaching credential in science. Undergraduates are encouraged to work with the Science Education Program, the department adviser and/or the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. Postbaccalaureate students need

to contact the Admission to Teacher Education office in the College of Education (714-278-3411) to obtain information on attending an overview presentation and orientation and then contact the Science Education Program (714-278-2307).

GRADUATE EMPHASIS IN GEOCHEMISTRY

The Geochemistry Emphasis is offered jointly by the Department of Chemistry and Biochemistry and the Department of Geological Sciences. Contact the graduate program adviser in the Department of Chemistry and Biochemistry for information regarding the Chemistry M.S. requirements and the Department of Geological Sciences regarding the selection of appropriate graduate electives.

GEOLOGICAL SCIENCES COURSES

For all courses, prerequisites may be waived if the instructor is satisfied that the student is qualified to take the course.

Geological Sciences 101, 101L, 102, 105 and 201 are offered each semester. The department offers Geological Sciences 303A, 321, and 380 each fall, and Geological Sciences 303B, 335 and 360 each spring. Geological Sciences 481A is offered each summer, and the remaining courses are offered on a three- to four-semester rotation. A schedule of projected class offerings is available from the department.

MASTER OF SCIENCE IN GEOLOGY

The program is based on the assumption that every geologist must have a thorough knowledge of fundamental geologic principles and that this knowledge must be rooted in field- and laboratory-based experiences. No matter how graduating students may choose to apply this knowledge, the sound geologic basis provided by the master of science degree will enable them to meet new intellectual challenges in their future professional or academic careers. The program is sufficiently flexible to meet a student's interest in the application of geology to the solution of environmental, hydrogeologic or engineering geologic problems facing our society.



The program is designed to prepare students for (a) employment in all fields of geology, (b) teaching at the elementary, secondary and community college levels, and/or (c) doctoral study in the geosciences or related fields.

Admission Requirements

An applicant must meet the university requirements for admission, which include a baccalaureate degree from an accredited institution, and a grade-point average of at least 2.5 (4.0) in the last 60 semester units attempted (see catalog section on Graduate Admissions for complete statement and procedures). In addition, acceptance into this program in a classified standing is contingent upon the following: (1) a bachelor's degree in geology from an accredited institution, with an expected grade-point average of 3.0 in geology courses, which normally includes the equivalent to core courses of the Cal State Fullerton Geology B.S. program, and a 2.5 grade-point-average in related science and mathematics courses; or, in the case of a bachelor's degree in a related area, a selection of science courses deemed as adequate preparation for further study in geology by the Department Graduate Committee; (2) satisfactory performance on the Graduate Record Examination Aptitude Test with an expected score in the 50th percentile or better on the verbal and quantitative tests; (3) two letters of recommendation; (4) completion of the departmental application; and (5) availability of faculty and resources in the student's stated area of interest.

Students with limited subject or grade deficiencies may be considered for conditional acceptance into the program if they meet all other departmental and university requirements. Conditionally classified graduate standing may be removed upon completion of adviser- and graduate-committee-approved postgraduate courses in geology, mathematics, chemistry or physics, with grades of "B" (3.0) or better.

Students with a degree in a related field and/or substantial subject deficiencies are encouraged to apply. Such applicants may be considered for conditional acceptance if they meet all other departmental and university requirements. Such a student may later qualify for classified standing by completing all courses recommended by the Department Graduate Committee, and by maintaining a 3.0 grade-point-average in geology and in related science and mathematics courses.

Application Deadlines

Financial aid (teaching and research assistantships) are ordinarily awarded only to fall semester applicants. Students who wish to be considered for financial aid must have their application received by February 15th for admission to the following fall semester.

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

Classified Standing

Students should achieve classified graduate standing as soon as they are eligible, since no more than nine units of graduate work taken before classification can be included on the study plan for the degree (see below). Students may apply for classified standing when they (1) have met all university and departmental admission requirements, and (2) have filed a study plan approved by the adviser, the Department Graduate Committee, and the Associate Vice President of Academic Programs.

Students must meet the Graduate Level Writing Requirement as described in this catalog under "Master's Degree Requirements." Students will meet this requirement by taking Geological Sciences 501, Research Methods in Geology.

Advancement to Candidacy

Advancement to candidacy is attained by applying for graduation and receiving a recommendation by the Department Graduate Committee.

Study Plan

A study plan must contain a minimum of 30 units and be approved by the Graduate Adviser. At least 21 units must be at the graduate level; a maximum of 9 units may be 400 level. A minimum grade-point average for courses satisfying the study plan is 3.0. The study plan must consist of the following:

Required Courses (9-12 units)

Geological Sciences 500 Advanced Concepts in Geology (3)

Geological Sciences 501 Research Methods in Geology (1)

Geological Sciences 590 Graduate Seminar (1, 1) – must be taken twice for 1 unit each time

Geological Sciences 598 Thesis (3-6)

A public, oral defense of the thesis is required.

Focus and Breadth Courses (18-21 units)

Focus Geology Courses: Graduate adviser-approved 400- or 500-level geology courses. A maximum of 3 units of Geological Sciences 599 (Independent Study) and a maximum of 3 units of Geological Sciences 593 (Directed Study) may be taken. Course selection will be dependent on the student's academic objectives, and selected in consultation with the student's thesis adviser.

Breadth Courses in Related Fields: A maximum of 6 units of graduate advisor-approved 400- or 500-level breadth courses offered by departments other than Geological Sciences. Courses may be taken from departments or programs such as, but not restricted to, Biological Sciences, Chemistry and Biochemistry, Physics, Mathematics, Geography, Civil and Environmental Engineering, or Environmental Studies. Course selection will be dependent on the student's academic objectives, and selected in consultation with the student's thesis adviser.

COURSES IN GEOLOGY

Courses are designated as GEOL in the class schedule.

101 Physical Geology (3)

Prerequisite: high school chemistry or physics, or equivalent. The physical nature of the planet Earth, the genesis of rocks and minerals, erosion processes and their effects. (101 & 101L=CAN GEOL 2)

101H Physical Geology (Honors) (3)

Prerequisite: high school chemistry or physics, or equivalent. The physical nature of the planet Earth, the genesis of rocks and minerals, erosion processes and their effects. (weekend field trips)

101L Physical Geology Laboratory (1)

Pre- or corequisite: Geological Sciences 101, 110T or 140. Laboratory on minerals, rocks, earthquakes, and map and aerial photographic interpretation. (3 hours laboratory or field trip) (101 & 101L=CAN GEOL 2)

101LH Physical Geology Laboratory (Honors) (1)

Corequisite: Geological Sciences 101 or 101H. Laboratory on minerals, rocks, earthquakes, and map and aerial photographic interpretation. (3 hours laboratory and weekend field trips)

102 Earth and Astronomical Science for Future Elementary Teachers (3)

Designated especially for the prospective elementary school teacher, this activity-based course will examine fundamental Earth/astronomical science concepts and the potential impacts of natural hazards on ecosystems on planet Earth.

105 Field Experiences in California Geology (1)

Pre- or corequisite: Geological Sciences 101 or 110T or 140. Students will participate in three field trips that will examine the rich geology of California. Students will read and discuss topical papers and make presentations on selected topics. Weekend field trips are required. May be repeated once for credit.

110T Topics in Earth Science (4)

Prerequisites: high school chemistry or physics, or equivalent. Focused study of public interest topics in Earth science. Alternating topics include: dinosaur world; earthquakes and volcanoes. Each course will include integrated labs, lectures and field trips that explore mainstream Earth science issues. (3 hours lecture, 3 hours lab, and field trips.)

140 Earth's Atmosphere and Oceans (3)

Prerequisites: high school chemistry or physics, or equivalent. The composition, structure, and circulation of the Earth's atmosphere and oceans with a general focus on their interactions. Interdisciplinary topics that highlight atmosphere-ocean interactions will include global warming, ice ages, El Nino, Southern California storms activity, and Santa Ana winds. (3 hours lecture, field trips)

201 Earth History (3)

Prerequisites: Geological Sciences 101L. Evolution of Earth as interpreted from rocks, fossils and geologic structures. Plate tectonics provides a unifying theme for consideration of mountain building, evolution of life and ancient environments. (2 hours lecture, 3 hours laboratory, field trips) (CAN GEOL 4)

201L Earth History Supplemental Lab (1)

Prerequisite: Geological Sciences 101L. Corequisite: Geological Sciences 201. Supervised research on topics related to Earth history. Project will result in a term paper and/or web page. (3 hours laboratory, field trips)

303A Mineralogy and Introduction to Petrology (4)

Prerequisites: Geological Sciences 101L, Chemistry 120A; Prerequisite or co-requisite: Geological Sciences 201. Crystallography; origin, occurrence, composition and identification of minerals with emphasis on minerals in rocks. (2 hours lecture, 6 hours laboratory, field trips)

303B Igneous and Metamorphic Petrology (4)

Prerequisites: Chemistry 120B or 125; Geological Sciences 303A, 380. Description, classification, occurrence and origin of igneous and metamorphic rocks. (2 hours lecture, 6 hours laboratory, field trips)

305 Earthquake Impact on Structures (3)
(Same as Civil and Environmental Engineering 305)

310T Topics in California-Related Geology (1-3)
Prerequisites: completion of one course each from General Education Categories III.A.1 and III.A.2. Directed investigations of one aspect of Earth science. Alternating topics are: geology of national parks, California geology, ocean off California, California earthquakes, geological hazards of California, and California gems and minerals. May be repeated for credit with a different topic. (3 hours lecture for 5, 10, or 15 weeks; optional field trip)

321 Sedimentation and Stratigraphy (4)
Prerequisites: Geological Sciences 201, 303B, and 380. Study of sedimentary rocks including classification, texture, mineralogy and provenance; introduction to sedimentary environments and interpretation of ancient environments in the rock record; study of stratigraphic methods and patterns. (2 hours lecture, 6 hours laboratory, field trips)

322 Paleontology (3)
Prerequisites: Geological Sciences 201; Biology 101 or 171 or equivalent. Exploration of paleontology, including evolution, taxonomy, ichnology, biostratigraphy, taphonomy, mass extinctions, and paleoecology. Review of the major fossil groups. (2 hours lecture, 3 hours laboratory, field trips)

333 General Oceanography (3)
Prerequisites: Geological Sciences 101L and upper-division standing. The chemical, physical and geological nature of the oceans. (2 hours lecture, 3 hours laboratory, field trips)

335 Hydrology and Surface Processes (3)
Prerequisites: Geological Sciences 101 or equivalent, or completion of General Education Category III.A.2. This class explores the impact of surface water on the formation of soils, weathering, surface features (rivers) and groundwater. Application of hydrology as a predictive and postdictive tool on geologic, biotic, and engineering problems.

355 Earth's Interior (3)
Prerequisites: Geological Sciences 101; Mathematics 150A; Physics 225, 225L or 211, 211L; Chemistry 120A or equivalent. Geophysical, geochemical properties of mantle and core. Data collection techniques. Impact of internal processes on crustal/surface phenomena.

360 Structural Geology (4)
Prerequisites: Geological Sciences 380; Mathematics 125. Faults, folds, mechanics of rock deformation, and elementary tectonics; solution of problems by geometric, trigonometric and stereographic analysis. (3 hours lecture, 3 hours laboratory, field trips)

376 Engineering Geology (3)
Prerequisites: Mathematics 130 or 150A; Geological Sciences 380 or EGCE 214 and 214L. Geology applied to engineering works. Earth materials, processes; site evaluation techniques; geologic hazard analysis; case histories. (2 hours lecture, 3 hours laboratory, field trips)

380 Geologic Field Techniques (3)
Prerequisites: Geological Sciences 201; English 101; Mathematics 115 or 125 or equivalent. Use of basic geologic field equipment including the Brunton compass and GPS. In-class and weekend field projects will include: basic geologic mapping on topographic maps and aerial photographs; note taking methods in the field; field data interpretation; preparation of geologic maps for reports; preparing stratigraphic columns and geologic cross-sections; and technical report writing. (2 hours lecture, 6 hours field, weekends)

404 Optical Mineralogy and Petrography (3)
Prerequisites: Geological Sciences 303B. Principles of optical mineralogy. Use of petrographic microscope to analyze minerals and textures of igneous, metamorphic, and sedimentary rocks. (1 hour lecture, 6 hours laboratory, field trip)

406 Geochemistry (3)
Pre or corequisites: Geological Sciences 303B, Chemistry 120B or 125, Mathematics 130 or 150A. Basic chemical and thermodynamic principles applied to the origin and alteration of igneous, sedimentary and metamorphic rocks and economic mineral deposits.

420 Earth Science for Science Teachers (4)
Prerequisites: Geological Sciences 101 and 101L plus upper-division standing or science teaching credential. Major concepts of the earth sciences with primary emphasis on physical and planetary geology and secondary emphasis on meteorology and oceanography. (3 hours of lecture, 3 hours of laboratory, field trips)

436 Hydrogeology (3)
Prerequisites: Geological Sciences 101L and 335 or equivalent; Mathematics 130 or 150A. Occurrence, movement and utilization of groundwater resources; geological, geophysical and hydrological methods for groundwater exploration and development. Well hydraulics and ground-water contamination. (2 hours lecture, 3 hours laboratory, field trips)

455 Earthquake Seismology (3)
Prerequisites: Geological Sciences 101; Physics 225, 225L or 211, 211L, Mathematics 130 or 150A. Seismic waves, their recording and measurement. Estimation of earthquake source strength, location and mechanism. Introduction to seismic risk and strong motion studies. (3 hours lecture, field trips)

456 Geophysics (3)
Prerequisites: Mathematics 150B or 337 or 338; Physics 225, 225L or 211, 211L; Physics 226, 226L or 212, 212L recommended. Seismic refraction, gravity, magnetic and electrical techniques and fundamentals as applied to determination of subsurface structure, groundwater and location of mineral resources. (2 hours lecture, 3 hours laboratory, field trips)

470 Environmental Geology & Planning (4)
Prerequisites: Geological Sciences 101L or 420. Geologic processes, hazards, mineral and energy resources and their interaction with planning and environmental regulations. (3 hours lecture, 3 hours lab, field trips)

475 Quaternary Tectonics (3)

Prerequisites: Geological Sciences 360 and 380. Study of the processes and products of relatively young Quaternary tectonics. Evaluation of surface tectonic features, their ages, deformation styles, and structural regimes. Assessment of past and contemporary deformation rates. (2 hours lecture, 2 hours activity, field trips)

481A Geology Field Camp I (4)

Prerequisites: Geological Sciences 303B, 321, 335, 360, and 380. Advanced geologic mapping in a variety of geologic settings. Field report, map and cross-sections required. Instructional fee required. (45 hours per week for four weeks during summer)

481B Geology Field Camp II (3)

Prerequisites: Geological Sciences 380 and consent of instructor. Advanced geologic field work in a variety of geologic settings. Field report, map and cross-sections required. Instructional fee required. (45 hours a week for three weeks during summer)

481C Hydrology and Engineering Geology Field Camp (4)

Prerequisites: Geological Sciences 376, 380 and 436. Geologic mapping and hydrologic mapping and techniques applied to integrated hydro-geologic model for selected areas. Field report(s), map(s), cross-sections required. Instructional fee required. (45 hours per week for three weeks during summer)

493 Directed Studies (1-3)

Prerequisites: upper-division standing and consent of instructor. Directed studies in specialized areas of the geological sciences, such as petroleum geology, sedimentology, optical and instrumentation techniques. Library research and written reports required. May be repeated once with a different topic. Not available for M.S. Geology graduate credit.

495 Geological Sciences Internship (3)

Prerequisite: junior or senior standing in geological sciences. Geological sciences work experience, salaried or volunteer, with industry, government or private agencies. Student intern will be supervised by faculty adviser and employer. (1 hour of seminar per week plus a total of 120-150 hours of work experience)

496L Geological Sciences Tutorial (2)

Prerequisite: 20 units in geological sciences. Supervised experience in geological sciences teaching through tutoring or assisting in laboratory or field classes.

498 Undergraduate Thesis (3)

Prerequisite: submission of a thesis proposal, signed by thesis advisor. Developed as an extension of an advanced course, conducted independently by the student under faculty supervision, culminating in a paper of professional quality.

499L Independent Study (1-3)

Independent study of a topic selected in consultation with and completed under the supervision of the instructor.

500 Advanced Concepts in Geology (3)

Current advances in geological concepts with emphasis on Southern California geology. Concepts include: plate tectonics; igneous processes; sedimentary record; surficial processes; water resources. (2 hours lecture, 2 hours activity, field trips)

501 Research Methods in Geology (1)

Prerequisite: Geological Sciences 500. Introduction to research planning: choosing a thesis topic; bibliographic search; research design (laboratory and field); research proposal preparation. (2 hours activity)

506T Advanced Topics in Geochemistry (3)

Prerequisite: Geological Sciences 406 or consent of instructor. Special topics on modern techniques and recent advances in geochemistry such as geochronology and environmental isotope geochemistry. May be repeated for credit with a different topic. (3 hours lecture; field trips)

510T Advanced Topics in Geology (3)

Prerequisite: consent of instructor. Modern techniques and recent advances in geology such as basin analysis, igneous petrology, tectonics, and paleoclimatology. May be repeated for credit with a different topic. (3 hours lecture; field trips)

535T Advanced Topics in Hydrogeology (3)

Prerequisite: graduate standing or consent of instructor. Modern techniques and recent advances in hydrogeology such as groundwater modeling, well hydraulics and aquifer analysis, contaminant hydrogeology, hydrogeochemistry, and environmental sampling and protocols. May be repeated for credit with a different topic. (3 hours lecture; field trips)

555T Advanced Topics in Geophysics (3)

Prerequisite: consent of instructor. Study of selected topics in geophysics. Evaluation of whole-Earth geodynamics; geophysical evidence of large-scale Earth properties; links between earthquakes and plate tectonics. (3 hours lecture/discussion, field trips.) May be repeated for credit once with different topic.

575T Advanced Topics in Engineering Geology (3)

Prerequisite: consent of instructor. Modern techniques and recent advances in engineering geology such as quaternary geology, landslide analysis, and paleoseismology. May be repeated for credit with a different topic. (3 hours lecture; field trips)

590 Geoscience Seminar (1)

Attendance at departmental and other seminars. Discussion and/or written assignments based on seminar topics required. Must be repeated at least once.

593 Directed Graduate Studies in the Geosciences (1-3)

Prerequisites: Postbaccalaureate standing and consent of instructor. Directed studies of specialized geoscience topics not covered by existing courses and tailored to individual student interest. Literature research, recitations and written reports required. May be repeated for a total of 3 units.

598 Thesis (3)

Prerequisites: approval of adviser and completion of M.S. thesis proposal that is approved by the Department Graduate Committee. Design, analysis, and presentation of a research problem culminating in a thesis for the master's degree. May be repeated once.

599 Independent Graduate Research (1-3)

Prerequisites: approval of adviser and Department Graduate Committee. Independent research on an approved topic. May be repeated for up to 3 units maximum.



Gerontology

College of Humanities and Social Sciences

PROGRAM COORDINATOR

Joseph A. Weber

PROGRAM OFFICE

Humanities 735K

DEPARTMENT WEBSITE

http://hss.fullerton.edu/gerontology

PROGRAMS OFFERED

Minor in Gerontology

Concentration in Gerontology

Professional Certificate in Gerontology

Master of Science in Gerontology

PROGRAM COUNCIL

Pauline Abbott (Director, Institute of Gerontology)
Tony Bell (Sociology)
Dennis Berg (Sociology)
John Doyle (Human Services)
Barbara Haddad (Nursing)
Margaret Luzzi (Extended Education)
Sara Johnson, (Anthropology)
Jessie Jones (Health Science)
Mary Joyce (Marketing)
Thomas Klammer (H&SS College Dean)
Robert Koch (Biology)
Edith Krampe (Sociology)
Bill Larson (Student Representative)
Shari McMahan (Health Science)
Karen Perell (Kinesiology)
Mary Read (Counseling)
Carl Renold (Human Services)
Roberta Rikli (H&HD College Dean)
Wendy Elliott Scheinberg (Oral History)
Susan Shoho (Institute of Gerontology)
William Smith (Psychology)
Eric Solberg (Economics)
Barbara Talento (Continuing Learning Experience [CLE])
Joseph A. Weber (Coordinator, Gerontology Academic Programs, Sociology)

INTRODUCTION

Gerontology, the study of aging, is a multidisciplinary field that examines the biological, psychological, social, and health/fitness aspects of the aging process. The unprecedented growth of the older population has created a growing demand for professionals in a variety of fields who understand issues related to the aging process.

Programs in Gerontology provide students with knowledge and critical understanding of the processes of adult development and aging. They prepare students for a variety of career opportunities in business, government, industry, public and private agencies, health and human services, research and education, and entrepreneurial endeavors. Many career options involve working with healthy and independent older adults, while other positions involve working with older adults who have health problems and other age-related limitations.

ADVISEMENT

Academic and career advisement is provided by the Coordinator of Gerontology Programs and members of the Gerontology Program Council.

Information on job and volunteer opportunities, as well as professional events in gerontology, is posted near the Gerontology Institute office, Ruby Gerontology Center, Room 8. Students are urged to take advantage of programs available through the Career Development and Counseling Center, Langsdorf Hall 208.

RUBY GERONTOLOGY CENTER

The Charles L. and Rachael E. Ruby Gerontology Center serves as a forum for intellectual activity and creative scholarship in the area of gerontology. The center houses the activities of the Continuing Learning Experience, the Institute of Gerontology, as well as being a resource center on aging for the Orange County region.

The center's goals include: promoting educational programs concerning adult development and aging, developing productive intergenerational activities in education and research, fostering cross-disciplinary research on topics related to aging and later life, providing opportunities for lifelong learning, and expanding opportunities for professional growth and development for those interested in gerontology.

Students are encouraged to become involved in research, conferences, and community service activities of the Center.

GERONTOLOGY AWARDS AND SCHOLARSHIPS

The Emeriti Memorial Scholarship in Gerontology has been established to honor a full-time continuing junior, senior, or graduate student with a minor or concentration in gerontology. Criteria include scholastic achievement and professional purpose.

The Gerontology Program Council Award may be given to a junior/senior student with a minor in Gerontology or to a graduate student who has been accepted into the M.S. in Gerontology degree program. The criteria include active membership in the Student Association for Gerontology Education (SAGE) or Sigma Phi Omega gerontology honor society, and financial need.

The Beverly and Arnold Miller University Scholarship in Gerontology is open to continuing junior/senior students with a declared minor, emphasis, or concentration in aging or gerontology and to graduate students accepted into the M.S. in Gerontology degree program.

STUDENT ACTIVITIES

Students interested in gerontology are encouraged to join the Student Association for Gerontology Education (SAGE) and the Gamma Kappa Chapter of Sigma Phi Omega, a national honor society. Opportunities are available to become involved in research, conferences, and community service activities. Students are also encouraged to become active in professional gerontology organizations such as the California Council on Gerontology and Geriatrics (CCGG). Applications are available at the Gerontology Program office, Ruby Gerontology Center, Room 8, and in the Gerontology Academic Program Office, Humanities 735K.

MINOR IN GERONTOLOGY

The Gerontology minor consists of 21 units in the following areas:

Lower-Division Requirements (3 units)

Sociology 133 Introduction to Gerontology (3)*

Upper-Division Requirements (9 units from the following)

Biology 306 Biology of Aging (3)*

Kinesiology 454 Physical Dimensions of Aging (3)

Psychology 362 Psychology of Aging (3)*

Sociology 443 Sociology of Aging (3)

Required Internship (3 units)

One three-unit internship at the 300/400 level in a related field. An internship is a supervised experience working within the community. Internships are coordinated through the student's major department.

Upper-Division Electives (6 units, adviser approved)

Anthropology 308 Culture and Aging: Anthropological Gerontology (3)

Anthropology 408 Ethnogerontology (3)

Anthropology 417 Life Quests (3)

Biology 306 Biology of Aging (3)

Biology 311 Nutrition and Disease (3)*

Child/Adolescent Studies 312 Human Growth and Development (3)*

Counseling 475T Counseling Special Populations (3)

Finance 411 Retirement and Estate Planning (3)

Gerontology 413 Oral History/Guided Autobiography (3)

Health Sci 342 Stress Management (3)*

Health Sci 401 Epidemiology (3)

Health Sci 440 Determinants of Health Behavior (3)

Health Sci 450 Applied Health Promotion Throughout the Lifespan (3)

Human Comm 320 Intercultural Communication (3)*

Human Comm 345 Communication and Aging (3)*

Human Services 310 Case Management (3)

Human Services 380 Theories and Techniques of Counseling (3)*

Human Services 385 Program Design and Proposal Writing (3)

Human Services 400 Ethical and Professional Issues in Human Services (3)

Human Services 410 Crisis Intervention (3)

Human Services 420 Human Services Management (3)

Human Services 480 Case Analysis and Intervention Techniques (3)

Kinesiology 353 Physical Activity and Lifelong Well-Being (3)*

Kinesiology 364 Motor Development (3)

Kinesiology 371 Human Motor Learning and Control (3)

Kinesiology 400 Program Design in Kinesiology (3)

Kinesiology 454 Physical Dimensions of Aging (3)

Kinesiology 455 Functional Performance Assessment and Programming for Older Adults (3)

Management 435 Service Organizations and Operations (3)

Marketing 351 Principles of Marketing (3)

Nursing 301 Promotion of Optimal Health (3)*

Nursing 303 Women's Health and Healing (3)*

Nursing 357 Health Promotion: Adult-Aged Nursing (3)

Philosophy 314 Medical Ethics (3)*

Philosophy 448 Death, Dying and Meaning (3)

Psychology 302 Learning and Memory (3)

Psychology 303 Sensation and Perception (3)

Psychology 361 Developmental Psychology (3)

Psychology 362 Psychology of Aging (3)

Psychology 415 Cognitive Processes (3)

Psychology 474 Medical Psychology (3)

Psychology 475 Psychopharmacology (3)

Sociology 351 Sociology of Families (3)*

Sociology 354 Sociology of Sex Roles and Gender (3)*

Sociology 360 Death and Dying (3)*

Sociology 361 Population and the Environment (3)*

Sociology 371 Sociology of City Life (3)*

Sociology 433 Aging and Social Services (3)

Sociology 443 Sociology of Aging (3)

Women's Studies 410 Women, Health and Aging (3)

Additional elective courses are available in selected departments across campus. Such additional electives are chosen in consultation with the major department adviser and with the approval of the Coordinator of Gerontology Programs. Up to nine units of coursework may be applied to both the major and Gerontology minor.

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* Meets General Education requirement.

MAJORS THAT COMPLEMENT THE MINOR IN GERONTOLOGY

The Gerontology minor is available and appropriate to strengthen and otherwise complement the course work of students in many majors. Notation of the minor appears on the transcript and the diploma.

MASTER OF SCIENCE IN GERONTOLOGY

The Master of Science program combines training in both scientific and applied areas of gerontology. Because various departments across the University participate in the program, the student is able to design a study plan that will meet his or her individual needs. In addition to course work in research and theory, the program provides preparation

for work in a variety of settings. It can also be tailored to meet the needs of the student who wants to prepare for doctoral programs.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate or http://hss.fullerton.edu/gerontology.

Admissions to Graduate Standing: Conditionally Classified

An applicant who meets the following requirements may be considered for conditionally classified graduate standing.



Baccalaureate degree from an accredited institution and a grade point average of at least 2.5 in the last 60 units attempted.

The baccalaureate must be in gerontology or a related field in conjunction with an undergraduate minor, certificate, or emphasis in gerontology or the equivalent. In the absence of the above, the student should have the following 12 units of upper-division course work in gerontology or their equivalent:

Biology 306 Biology of Aging (3 units)

Kinesiology 454 Physical Dimensions of Aging (3 units)

Psychology 362 Psychology of Aging (3 units)

Sociology 443 Sociology of Aging (3 units)

- Completion of Psychology 201 or Sociology 303, or an equivalent statistics course.
- A grade-point average of at least 3.0 in gerontology-related course work.
- Three satisfactory letters of recommendation.
- Professional objectives as presented in a student letter of intent.
- Completion of a Gerontology Programs Application Form, obtainable from the Gerontology Academic Program Office.

The following additional criteria may be taken into consideration: research experience, previous paid or volunteer experience in working with elderly people.

It may be possible for applicants who have minimal deficiencies in prerequisite requirements, as detailed above, but who are otherwise highly qualified, to be admitted in conditionally classified graduate standing, with provisions made for removal of deficiencies prior to the granting of classified standing. For further information, consult with the Gerontology Academic Program Coordinator.

Admissions to Graduate Standing: Classified

Each student, in consultation with the Program Coordinator, will develop a study plan. This will be outlined in an official university Study Plan Form. Students who have met the requirements for conditionally classified standing will be granted classified standing upon submission of an adviser-approved study plan to the Graduate Studies office.

Study Plan

The Master of Science in Gerontology requires 30 units of approved graduate work with a minimum of 21 units at the 500 level.

Core Courses (12 units)

Gerontology 500 Processes of Adult Development and Aging (3)

Gerontology 501 Research Methods in Gerontology (3)

Gerontology 503 Aging and Public Policy (3)

Gerontology 595 Gerontology Internship (3)

Gerontology Electives (6-9 units)

Gerontology 504T Selected Topics in Gerontology (3)

Gerontology 506 Economics of Aging (3)

Gerontology 507 Professional Issues in Gerontology (3)

Gerontology 508 Social and Ethical Issues in Aging (3)

Gerontology 526 Administration and System Management in Programs for Older Adults (3)

Gerontology 599 Independent Study in Gerontology (1-3)

Multidisciplinary Electives (6-9 units)

Selected from two or more departments with the program coordinator's approval:

Electives may include:

Anthro 408 Ethnogerontology (3)

Counseling 475T Counseling Special Populations [Older Adults] (3)

Finance 411 Retirement and Estate Planning (3)

Gerontology 413 Oral History/Guided Autobiography (3)

Kinesiology 454 Physical Dimensions of Aging (3)

Kinesiology 455 Functional Performance Assessment and Programming for Older Adults (3)

Philosophy 448 Death, Aging, and Meaning (3)

Psychology 543 Advanced Life Span Development (3)

Sociology 433 Aging and Social Services (3)

Sociology 443 Sociology of Aging (3)

Sociology 501T Seminar: Topics in Societal Structure and Process (3) [Topic: Life Span Developmental Sociology]

Women's Studies 410 Women, Health, and Aging (3)

Thesis or Project or Comprehensive Exam (0-3 units)

Take at least one of the following:

Gerontology 597 Project (3)

Gerontology 598 Thesis (3)

Comprehensive Exam (0 units)

If a project or thesis is not done, an additional 3 units of a Gerontology 500-level elective course and a comprehensive examination must be taken.

PROFESSIONAL CERTIFICATE IN GERONTOLOGY

Admission to this program requires a bachelor's degree with a minimum grade-point average of 2.5 in the last 60 semester units. The program requires 18 units total: 15 units of required courses and three units of electives. For further information on specific course content on this certificate and others related to Gerontology, please contact Extended Education, (714) 278-2611.

OTHER GERONOTOLOGY PROGRAMS

Sociology, B.A.

A concentration in Gerontology is offered within the Bachelor of Arts in Sociology. Degree requirements are outlined in the Sociology Department concentration options section of this catalog.

Kinesiology, B.S., M.S.

Students pursuing the B.S. or M.S. in Kinesiology may choose a focus area in Gerontology. Requirements are available through the Department of Kinesiology.

Human Services, B.S.

Students pursuing a B.S. in Human Services may choose a gerontology track. Requirements are available through the Department of Human Services.

GERONTOLOGY COURSES

Courses are designated as GERO in the class schedule.

348 Asian Pacific American Perspectives on Aging (3)

(Same as Asian American 348)

410 Women, Health and Aging (3)

(Same as Women's Studies 410)

413 Oral History/Guided Autobiography (3)

(Same as History 413.)

420 Aging and Dementia (3)

Prerequisites: completion of GE section I; satisfied the upper-division writing requirement; Psychology 201 or Sociology 303 or equivalent; or classified graduate standing. Physiological, psychological, social, economic aspects of dementia; its impact on the individual, family and society, with an emphasis on Alzheimer's disease.

500 Process of Adult Development and Aging (3)

Prerequisite: admission to M.S. in Gerontology degree program or consent of instructor. Overview of theory and research on biological, psychological, and social changes that accompany adult development and aging. May include a service learning component.

501 Research Methods in Gerontology (3)

Prerequisite: admission to M.S. in Gerontology or consent of instructor. Overview of research processes and problems in gerontology; more detailed study of applied research, including program evaluation in the field of gerontology.

503 Aging and Public Policy (3)

Prerequisites: Gerontology 500, Sociology 443, Political Science 309 or 315, or classified graduate student status. Origin, development, and overview of public policies affecting older persons, families, and service providers. Political administrative, advocacy, and private sector involvements in employment, retirement, income security, health care, social services, and housing of older persons. May include a service learning component. (Same as Political Science 503 and Sociology 503)

504T Selected Topics in Gerontology (3)

Prerequisites: classified status in the M.S. in Gerontology Program or consent of instructor. A detailed examination of a selected area of gerontology. Emphasis will be both on the relevant literature and on the preparation, presentation (oral and written), and discussion of research papers. May be repeated once for credit with a different topic.

506 Economics of Aging (3)

Prerequisites: admission into the Gerontology M.S. Program or classified BAE status and Gerontology 501 or Economics 340 or consent of instructor. Economic consequences of population aging and the economic status of the aged. Income adequacy in old age: dependency, work income, retirement planning, social security, employer-sponsored pensions, and financing health care. Economic security today and tomorrow. International comparisons. (Same as Economics 506)

507 Professional Issues in Gerontology (3)

Prerequisite: classified graduate student status. An introduction to the concepts, attitudes, knowledge, skills and ethical issues upon which professional practice in gerontology is based.

508 Social and Ethical Issues in Aging (3)

Prerequisite: Graduate standing in Gerontology, Sociology, or Public Health or consent of instructor. Analysis of social and ethical issues facing an aging society. Review of ethical terminology, ethical decision making and social implications of ethical issues related to such topics as nursing homes, caregiving, suicide and intergenerational equality. (Same as Sociology 508.)

526 Administration and Systems Management (3)

Prerequisites: Same as Political Science 526. Management oriented analysis of organizational behavior. Treatments of decision making, leadership, communication, group dynamics and ethical aspects of organization. Includes application of theories of administration and systems management to public and volunteer programs and services (Same as Political Science 526).

595 Gerontology Internship (3)

Prerequisites: classified status in the M.S. in Gerontology degree program and consent of instructor and Program Coordinator. Supervised experience in organizations that serve older adults and their families. May be repeated once for credit.

597 Project (3)

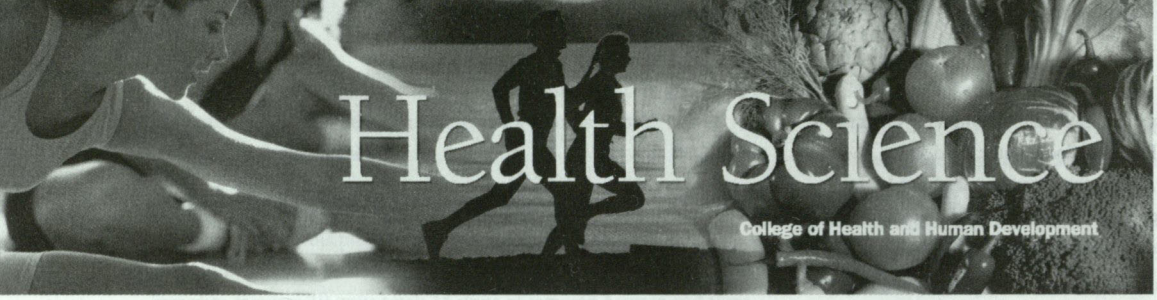
Prerequisites: classified status in the M.S. in Gerontology Program and consent of instructor and Program Coordinator. Under the direction of a faculty member, a topic that integrates learning in the program with an applied area of student interests will be selected, and a major project on the topic will be developed and submitted.

598 Thesis (3)

Prerequisites: classified status in the M.S. in Gerontology degree program and consent of instructor and Program Coordinator. Individual research under supervision, reported in a thesis and defended successfully in an oral examination conducted by a faculty thesis committee.

599 Independent Study in Gerontology (1-3)

Prerequisites: completion of the M.S. in Gerontology core courses or consent of instructor and Program Coordinator. Individualized study with an instructor whose recognized interests are in the area of the planned study. Conferences with the instructor as necessary and the work will culminate in one or more papers. May be repeated once for credit.



Health Science

College of Health and Human Development

INTRODUCTION

The mission of health science focuses on understanding and promotion of health in diverse populations. Health science bridges the gap between scientific discoveries and the application of this knowledge to improve the quality of people's lives. Health science research reflects the range of diverse health problems, settings and populations. The approach considers the multi-level determinants of health and well-being, including individuals, groups, organizations, and communities. Health science professionals work at these various levels to implement and evaluate efforts that promote health and prevent illness and disease. An important aspect of this process involves empowering people to change the factors that influence their health and wellbeing, be it within the individual or in their social environment.

The health science program offers a Bachelor of Science degree in Health Science with focus areas in health promotion and disease prevention, occupational and environmental health, or special studies. The undergraduate minor in Health Science, based on core curricula, provides opportunities for professional and/or personal enhancement.

The Master of Public Health (MPH) degree combines the study of the biological, physical, psychological, economic, and social forces affecting the human condition. The degree's curriculum seeks to analyze not only the nature and context of public health problems, but also the organizational, behavioral, socio-cultural, and political constraints to ameliorating these problems. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.

The Master of Public Health has a required core curriculum, plus individualized courses leading to professional or disciplinary specific preparation. In addition, select courses within the curriculum service various credential programs, and other university degree programs that require health science foundations. Internships, practica, independent study, and scholarly outreach provide opportunities for interaction and service within the community.

Student Awards/Scholarships

Awards and scholarships are presented each year to outstanding undergraduate and graduate students. Additional information is available in the Health Science Department office.

Advisement

Entering students interested in Health Science should contact the Health Science Student Advising Center in KHS 251 prior to their first semester at Cal State Fullerton to receive appropriate advisement materials. Students transferring course work from other colleges and universities should provide official transcripts of all prior course work to the Health Science Student Advising Center.

Transfer students and students seeking advisement related to completion of General Education requirements, should visit the Academic Advisement Center located in University Hall 123.

BACHELOR OF SCIENCE IN HEALTH SCIENCE

The Bachelor of Science degree in Health Science is offered for students who are preparing for careers as health educators as well as for those who seek quality preparation for advanced study. Students in Health Science learn how to effectively plan, implement, and evaluate prevention strategies that are practical and effective at the community, state, and national levels. In addition,

DEPARTMENT CHAIR

Shari McMahan

DEPARTMENT OFFICE

KHS 121

DEPARTMENT WEBSITE

http://hdcs.fullerton.edu/hesc/

PROGRAMS OFFERED

Bachelor of Science in Health Science

Minor in Health Science

Master of Public Health

FACULTY

Laura Chandler, C. Jessie Jones, Kathleen Koser, Shari McMahan, Vince Merrill, Sora Tanjasiri, Jie Weiss

through required and elective coursework, students must complete a focus area in health promotion and disease prevention, occupational and environmental health, or special studies. The competency-based degree program prepares students for certification as health education specialists and for careers in community health, worksite health promotion, occupational health and safety, and/or environmental health. The degree consists of 120 units with 52 units required in the major.

Each course counted toward the major, including prerequisites, must be completed with a grade of "C" (2.0) or higher. All courses counted toward the major must be taken on an Option 1 (letter grade) basis.

Prerequisite Course Work Applicable to General Education (13 units)

Biology 101 Elements of Biology (3)

Chemistry 100 Survey of Chemistry (3

Chemistry 100L Survey of Chemistry Lab (1)

Psychology 101 Introduction to Psychology (3)

Human Comm 102 Public Speaking (3)

Core Courses (28 units)

Health Sci 101 Personal Health (3)

Kinesiology 210 Human Anatomy and Physiology (3)

Health Sci 220 Concepts in Health Science (3); concurrent with Health Sci 494 Practicum in Health Science (1)

Health Sci 349 Measurement and Statistics in Kinesiology and Health (3)

Health Sci 400 Program Design for Kinesiology and Health Promotion (3)

Health Sci 401 Epidemiology (3)

Health Sci 440 Determinants of Health Behavior (3)

Health Sci 475 Health Science Planning, Research and Evaluation (3)

Health Sci 495 Internship in Health Science (3)

Advising Tracks (21 units)

In addition to the core requirements that all health science majors must complete, students are required to select one of the three advising tracks to successfully complete the requirements of the degree.

Health Promotion and Disease Prevention Advising Track (21 units)

Required (9 units)

Health Sci 410 Community Health Education (3)

Health Sci 411 Promoting Health in Multicultural Populations (3)

Health Sci 460 Worksite Health Promotion (3)

Electives (6-12 units)

Health Sci 321 Drugs and Society (3)

Health Sci 325 Consumer Health (3)

Health Sci 342 Stress Management (3)

Health Sci 350 Nutrition (3)

Health Sci 353 Physical Activity and Lifelong Well-being (3)

Health Sci 358 Contemporary Issues in Children's Health (3)

Health Sci 405 Worksite Injury Prevention and Rehabilitation (3)

Health Sci 415 Environmental Health (3)

Health Sci 450 Applied Health Promotion Throughout the Lifespan (3)

Health Sci 461 Occupational Safety and Health (3)

Elective Courses from other Departments (0-6 units)

Students choose a maximum of six adviser-approved units from the following

Afro Ethnic 304 The Black Family (3)

American Studies 438 American Minds: Images of Sickness and Health (3)

Anthro 308 Culture and Aging: Anthropological Gerontology (3)

Anthro 315 Culture and Nutrition (3)

Anthro 322 Human Behavioral Ecology (3)

Anthro 344 Human Evolution (3)

Asian Amer 340 Asian American Communication (3)

Asian Amer 342 Asian Pacific American Families (3)

Asian Amer 346 Asian American Psychology (3)

Asian Amer 348 Asian American Perspectives in Aging (3)

Biology 300 Environmental Biology (3)

Biology 302 General Microbiology (3)

Biology 305 Human Heredity and Development (3)

Biology 306 Biology of Aging (3)

Biology 310 Human Physiology (3)

Biology 360 Biology of Human Sexuality (3)

Biology 361 Human Anatomy (4)

Chemistry 301A Organic Chemistry (3)

Chemistry 301B Organic Chemistry (3)

Chemistry 302 Organic Chemistry Lab (2)

Chemistry 302A Organic Chemistry Lab (1)

Chemistry 302B Organic Chemistry Lab (1)

Chemistry 303A Biotechnology: Business and Society (1)

Chemistry 303B Medical Biotechnology (1)

Chemistry 303C Agricultural/Environmental Biotechnology (1)

Chemistry 311 Nutrition and Disease (3)

Chemistry 313A Air Pollution (1)

Chemistry 313B Water Pollution (1)

Chemistry 313C Land Pollution (1)

Chicana/o 305 The Chicano Family (3)

Geography 350 Nature and Society (3)

Kinesiology 348 Physiology of Exercise (3)

Kinesiology 351 Principles of Strength and Conditioning (3)

Kinesiology 432 Applied Exercise Psychology (3)

Kinesiology 454 Physical Activity and the Aging Process (3)

Nursing/Health Sci 301 Promotion of Optimal Health (3)

Philosophy 314 Medical Ethics (3)

Psychology 312 Psychology of Human Sexual Behavior (3)

Psychology 341 Abnormal Psychology (3)

Psychology 350 Environmental Psychology (3)

Psychology 351 Social Psychology (3)

Psychology 362 Psychology of Aging (3)

Psychology 391 Industrial/Organizational Psychology (3)

Sociology 300 Introduction of Social Welfare (3)

Sociology 354 Sex Roles and Gender (3)

Sociology 360 Sociology of Death and Dying (3)

Sociology 361 Population and the Environment (3)

Sociology 381 Sociology of Human Sexuality (3)

Sociology 385 Family Violence (3)

Sociology 443 Sociology of Aging (3)

Special Ed 371 Exceptional Individual (3)

Women's Studies 410 Women's Health and Aging (3)

Environmental and Occupational Health and Safety Advising Track (21 units)

Required (9 units)

Health Science 405 Worksite Injury Prevention and Rehabilitation (3)

Health Science 415 Environmental Health (3)

Health Science 461 Occupational Safety and Health (3)

Electives (6-12 units)

Health Sci 321 Drugs and Society (3)

Health Sci 325 Consumer Health (3)

Health Sci 342 Stress Management (3)

Health Sci 350 Nutrition (3)

Health Sci 353 Physical Activity and Lifelong Well-being (3)

Health Sci 358 Contemporary Issues in Children's Health (3)

Health Sci 410 Community Health Education (3)

Health Sci 411 Promoting Health in Multicultural Populations (3)

Health Sci 450 Applied Health Promotion Throughout the Lifespan (3)

Health Sci 460 Worksite Health Promotion (3)

Elective Courses from other Departments (0-6)

Students choose maximum six adviser-approved units from the department's approved list of elective courses (see elective list above under "Health Promotion and Disease Prevention" electives from other departments).

Special Studies Advising Track (21 units)

Students meet with an adviser and develop a "Special Studies" program consisting of 21 adviser-approved units from the following:

Health Sci 321 Drugs and Society (3)

Health Sci 325 Consumer Health (3)

Health Sci 342 Stress Management (3)

Health Sci 350 Nutrition (3)

Health Sci 353 Physical Activity and Lifelong Well-Being (3)

Health Sci 358 Contemporary Issues in Children's Health (3)

Health Sci 405 Worksite Injury Prevention and Rehabilitation (3)

Health Sci 410 Community Health Education (3)

Health Sci 411 Promoting Health in Multicultural Populations (3)

Health Sci 415 Environmental Health (3)

Health Sci 450 Applied Health Promotion throughout the Lifespan (3)

Health Sci 460 Worksite Health Promotion (3)

Health Sci 461 Occupational Health and Safety (3)

Biology 302 General Microbiology (4)

Biology 361 Human Anatomy (4)

Chemistry 301A Organic Chemistry (3)

Chemistry 301B Organic Chemistry (3)

Chemistry 302 Organic Chemistry Lab (2)

Chemistry 302A Organic Chemistry Lab (1)

Chemistry 302B Organic Chemistry Lab (1)

Chemistry 303A Biotechnology: Business and Society (1)

Geography 350 Nature and Society (3)

Kinesiology 432 Applied Exercise Psychology (3)

Nursing/Health Sci 301 Promotion of Optimal Health (3)

Philosophy 314 Medical Ethics (3)

Psychology 350 Environmental Psychology (3)

Psychology 391 Industrial/Organizational Psychology (3)

Sociology 361 Population and the Environment (3)

English Proficiency Requirement (3 units)

In order to satisfy the upper-division writing requirement of the university, Health Science majors must pass (1) English 301 Advanced College Writing with a grade of "C" (2.0) or better and (2) the Cal State Fullerton Examination in Writing Proficiency (EWP). Please see additional information provided in this catalog on the writing requirement.

Second Language Graduation Requirement

Students in the Bachelor of Science in Health Science program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN HEALTH SCIENCE

The Department of Health Science offers a minor in health science consisting of 21 units. Students interested in personal growth, community service, intellectual stimulation and professional career opportunities in the health field, will find this minor a method to achieve these goals. The minor provides a concentration of health-related courses that can enhance skills for students majoring in fields such as Biology, Chemistry, Child and Adolescent Studies, Human Services, Kinesiology, Psychology and Sociology.

The minor provides students with necessary tools to understand factors contributing to the promotion of health and well-being and the prevention of disease and disability. This sequence of courses offers traditional and modern approaches to education and career development in the Health Science field. It encourages a multi-disciplinary orientation.

There are two advising tracks: Health Promotion and Disease Prevention (21 units) and Environmental and Occupational Health (22 units). The Health Promotion and Disease Prevention track provides students with a broad overview of health and well-being, health behavior theory, and specialized content areas to meet students' interests. The Environmental and Occupational Health track provides students with the necessary course work to become eligible for the Registered Environmental Health Specialist (REHS) Exam offered by the California Department of Health Services.

In completing the requirements for the minor, a minimum of twelve (12) units, of which at least six (6) must be upper division, must be distinct and different from the units used to complete the requirements of the major. Any units above the minimum requirement, which can be used to satisfy both the requirements for the minor and for the major may be double counted. General education courses, however, may be used to meet minor requirements.

Course work must be taken for a letter grade and completed with a "C" (2.0) grade or better to be counted toward the minor.

Core Courses (6 units)

Health Sci 101 Personal Health (3)

Health Sci 401 Epidemiology (3) OR

Health Sci 440 Determinants of Health Behavior (3)

Students preparing to take the REHS exam should select Health Science 401.

Health Promotion and Disease Prevention Track Electives (15 units)

Health Science Electives (9-15 units of the following)

Health Sci 321 Drugs and Society (3)

Health Sci 325 Consumer Health (3)

Health Sci/Kinesiology 342 Stress Management (3)

Health Sci/Kinesiology 350 Nutrition (3)

Health Sci 358 Contemporary Issues in Children's Health (3)

Health Sci 405 Worksite Injury Prevention and Rehabilitation (3)

Health Sci 410 Community Health Education (3)

Health Sci 411 Promoting Health in Multicultural Populations (3)

Health Sci 450 Applied Health Promotion throughout the Lifespan (3)

Health Sci 460 Worksite Health Promotion (3)

Health Sci 461 Occupational Health and Safety (3)

Kinesiology/Health Sci 353 Physical Activity and Lifelong Well-Being (3)

Elective Courses from other Departments (0-6 units with adviser approval)

Afro Ethnic 304 The Black Family (3)

American Studies 438 American Minds: Images of Sickness and Health (3)

Anthro 308 Culture and Aging: Anthropological Gerontology (3)

Anthro 315 Culture and Nutrition (3)

Anthro 322 Human Behavioral Ecology (3)

Anthro 342 Anthropology and Health (3)

Anthro 344 Human Evolution (3)

Asian Amer 340 Asian American Communication (3)

Asian Amer 342 Asian Pacific American Families (3)

Asian Amer 346 Asian American Psychology (3)

Biology 300 Environmental Biology (3)

Biology 305 Human Heredity and Development (3)

Biology 306 Biology of Aging (3)

Biology 310 Human Physiology (3)

Biology 360 Biology of Human Sexuality (3)

Biology 361 Human Anatomy (4)

Chemistry 303A Biotechnology: Business and Society (1)

Chemistry 303B Biotechnology: Medical Biotechnology (1)

Chemistry 303C Biotechnology: Agricultural and Environmental Biotechnology (1)

Chemistry 311 Nutrition and Disease (3)

Chemistry 313A Air Pollution (1)

Chemistry 313B Water Pollution (1)

Chemistry 313C Land Pollution (1)

Chicana/o 305 The Chicano Family (3)

Geography 350 Nature and Society (3)

Kinesiology 348 Physiology of Exercise (3)

Kinesiology 351 Principles of Strength and Conditioning (3)

Kinesiology 454 Physical Dimensions of Aging (3)

Nursing/Health Sci 301 Promotion of Optimal Health (3)

Psychology 312 Psychology of Human Sexual Behavior (3)

Psychology 341 Abnormal Psychology (3)

Psychology 351 Social Psychology (3)

Psychology 362 Psychology of Aging (3)

Sociology 300 Introduction to Social Welfare (3)

Sociology 354 Sex Roles and Gender (3)

Sociology 360 Sociology of Death and Dying (3)

Sociology 381 Sociology of Human Sexuality (3)

Sociology 385 Family Violence (3)

Sociology 443 Sociology of Aging (3)

Special Ed 371 Exceptional Individual (3)

Women's Studies 410 Women's Health and Aging (3)

Environmental and Occupational Health Track (16 units)

Required Courses (12 units)

Health Sci 415 Environmental Health (3)

Health Sci 461 Occupational Health (3)

Kinesiology/Health Sci 349 Measurement and Statistics in Kinesiology and Health (3)

OR Mathematics 120 Introduction to Probability and Statistics (3)

Poli Sci 320 Introduction to Public Management and Policy (3)

Elective Courses (4 units)

Biology 438 Public Health Microbiology (4)

Chemistry 313A Environmental Pollution and its Solutions: Air Pollution (1)

Chemistry 313B Environmental Pollution and its Solutions: Water Pollution (1)

Chemistry 313C Environmental Pollution and its Solutions: Land Pollution (1)

Chemistry 435 Chemistry of Hazardous Materials (3)

Geology 335 General Hydrology (3)

MASTER OF PUBLIC HEALTH

The purpose of the Master of Public Health program is to prepare public health professionals to draw on the knowledge and skills from a variety of disciplines and to define, critically assess, evaluate and resolve public health problems. MPH program graduates will have a common educational grounding that will enable them to work effectively with the broad spectrum of public health issues related to their public health careers.

Application Deadlines

The deadline for completing online applications is March 1st for the following fall semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadline. However, the deadline may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Admission to Graduate Standing: Classified

Students must apply to both the department and the university for admission. Minimum requirements for admission to the university are:

a. An earned baccalaureate degree from an accredited college or university.

b. GPA of 2.5 in the last 60 units attempted.

c. Good standing at the last college attended.

After meeting the above criteria, additional requirements for acceptance in the MPH program include:

a. Copy of official transcript(s) from all college work sent directly to the MPH Graduate program coordinator.

b. Two letters of recommendation.

c. A narrative statement (300-500 words describing how the program relates to professional goals).

d. A current resumé.

e. Completion of 6 unites of statistics and research methods (appropriate courses include statistics, epidemiology, research methods, program design and evaluation, etc.) with a grade "C" (2.0) or better.

f. Appropriate education background for career track courses (9 units or equivalent within specialized track. Professionals currently in field can demonstrate proficiency by course work, or by portfolio review or similar supporting evidence).

g. GPA of 3.0 in the last 60 units completed.

h. Paid or volunteer experience in public health, health education or related health area.

i. Communication skills utilizing a second language encouraged.

Admission to Graduate Standing: Conditionally Classified

It may also be possible for applicants who have minimal deficiencies in prerequisite requirements, as detailed above, but who are otherwise highly qualified, to be admitted in conditionally classified graduate standing, with provisions made for removal of deficiencies prior to the granting of classified standing. For further information, consult with the MPH Program Coordinator.

GRADUATE STUDY PLAN

The Master of Public Health requires 42 units of approved graduate work. Twenty-seven units are core competency classes (which includes a six-unit internship) and an additional fifteen units are electives, 75% of which must be 500-level courses. Students work with a faculty adviser to select these electives to support career areas in health promotion, environmental and occupational health, gerontological health, nursing leadership, or in a special studies track such as health anthropology or health counseling or other special academic/career needs.

Core Course Requirements (27 units)

Environmental Studies 500 Environmental Issues and Approaches (3)

Health Sci 500 Issues in Public Health (3)

Health Sci 501 Advanced Methods in Epidemiology (3)

Health Sci 508 Statistical Methods in Kinesiology and Health Science (3)

Health Sci 540 Advanced Study in Health Promotion and Disease Prevention (3)

Health Sci 550 Graduate Internship (6)

Health Sci 597/598 Project/Thesis (3) or Comprehensive Examination*

Political Science 509 Administrative Organization and Process (3)

OR Management 524 Seminar in Organizational Behavior and Administration (3)

*Students who select the Comprehensive Examination shall be required to complete an additional adviser-approved 500-level course (3 units).

Electives (15 units)

Electives must be approved by an adviser. Three units must be an approved research methods course.

HEALTH SCIENCE COURSES

Courses are designated as HESC in the class schedule.

101 Personal Health (3)

Basic concepts relating to health and well-being from a holistic perspective. Mental, emotional, physical and socio-environmental dimensions of health, sexuality and relationships; nutrition and physical fitness; use and abuse of drugs; health care services and current health problems. Instructional fee required.

102 Prevention and First Aid (2)

The hazards in environment. The care and prevention of accidents. Standard first aid certification by the American Red Cross granted upon successful completion of requirements.

220 Concepts in Health Science (3)

Prerequisites: one course from General Education Category III.A.2. or 3. and junior or senior status. Corequisite: Health Science 494 (1 unit). Theoretical and practical issues of Health Science as a profession. Topics include: history, status, resources, roles in various settings, legal and ethical issues in health education.

301 Promotion of Optimal Health (3)

(Same as Nursing 301)

321 Drugs and Society (3)

Prerequisite: completion of lower-division general education science requirement and junior or senior status. Habit-forming substances such as alcohol, tobacco, narcotics, hallucinogens, and related drugs, stimulants and depressants. Social, historical, and legal aspects of the drug problem are considered.

325 Consumer Health (3)

Prerequisites: Health Science 101 and junior or senior standing. Analysis and evaluation of health information, products and services; medical quackery, fraudulent health practices, and laws and agencies protecting the consumer will be explored.

342 Stress Management (3)

Prerequisites: one course from General Education Category IV.B; at least sophomore standing. The nature of stress and the physiological and psychological effects of prolonged stress responses. Includes short and long term somatic and behavioral techniques (exercise, relaxation, meditation, nutrition, time management and goal setting) for management of stress. Health Science majors may not count this course for General Education. Kinesiology majors may count this course either for the major or for General Education. (Same as Kinesiology 342)

349 Measurement and Statistics in Kinesiology and Health Science (3)

(Same as Kinesiology 349)

350 Nutrition (3)

Prerequisites: Chemistry 100 or equivalent course and junior or senior standing. Concepts of nutrition as they relate to nutritional needs, practices, and problems throughout the life cycle. Emphasis on nutritional counseling and education of individuals/groups toward health promotion and disease prevention. Open to non-nursing majors. (Same as Kinesiology 350)

353 Physical Activity and Lifelong Well-Being (3)

(Same as Kinesiology 353)

358 Contemporary Issues in Children's Health (3)

Prerequisites: junior or senior standing. Overview of common causes of, interrelationships between, and prevention of morbidity and mortality among children and youth; focus is on preventive and promotive health concepts and practices; connections between health and learning are explored.

400 Program Design in Kinesiology and Health Promotion (3)

Prerequisites: Kinesiology 202 or Health Science 220. This course is designed to provide the student with the skills necessary for developing, implementing, and evaluating human movement and/or health promotion programs for specific target populations.

401 Epidemiology (3)

Prerequisites: Health Science 220 and 349. Application of epidemiologic procedures to the understanding of the occurrence and control of infectious and chronic diseases, mental illness, environmental health hazards, accidents and geriatric problems.

405 Worksite Injury Prevention and Rehabilitation (3)

Prerequisite: Kinesiology 210 or Health Sci 220. This course studies how work style, equipment, and environment contribute to worksite musculoskeletal injuries. Students will become knowledgeable about strategies that can minimize human error, injuries, discomfort, and dissatisfaction through injury prevention and rehabilitation of the worker. (Same as Kinesiology 405).

410 Community Health Education (3)

Prerequisites: Health Science 220 and junior or senior standing. Examination of the multiple settings for community health education practice and professional roles and skills that are required for health educators. Identification of community health education concepts with application to various segments of the nation's health.

411 Promoting Health in Multicultural Populations (3)

Prerequisites: Health Science 220. Focus on impact of cultural variables on health/illness. Current and potential strategies to improve health care delivery to ethnic groups will be explored. Identification of cultural competence skills that are essential for health educators.

415 Environmental Health (3)

Prerequisite: Health Science 220. This course provides an overview of environmental concerns as they relate to human health. Emphasis is on providing an understanding of how environmental factors are involved in the transmission and prevention of diseases and health hazards resulting from exposures.

440 Determinants of Health Behavior (3)

Prerequisites: Health Science 220 or Kinesiology 202. Survey of contemporary research on the health effect of human behavior. Introduction to theoretical foundations and practical applications of behavior in the context of health: physical, psychological, cultural and social health. Includes current issues and theories of health behavior.

450 Applied Health Promotion throughout the Lifespan (3)

Prerequisite: Health Science 220. Promotion/risk reduction program content, development, implementation, and evaluation. Topics include: weight control, stress management, substance abuse, physical fitness, and accident prevention.

455 Designing Health Education Curricula (3)

Prerequisite: Health Science 220. This course thoroughly explores the theory and skills necessary to develop curriculum based on analysis of individual, community and societal needs and interests.

460 Worksite Health Promotion (3)

Prerequisites: Health Science 220 or Kinesiology 202. Examination of the philosophy, rationale and guidelines for developing health promotion programs in the corporate setting. Unique considerations in assessing needs, planning and implementing programs, evaluating effectiveness and coordinating activities in the workplace are discussed. (Same as Kinesiology 460)

461 Occupational Health and Safety (3)

Prerequisite: Health Science 220 or Kinesiology 202. Occupational health principles including anticipation, recognition, evaluation, and control of occupational hazards are presented to heighten awareness of workplace hazards on human health. Occupational health laws, regulations and methods of compliance are reviewed.

475 Health Science Planning, Research and Evaluation (3)

Prerequisites: Health Science 220 and 349. Identification and application of concepts related to Health Science planning, research and evaluation. Includes analysis of planning and research designs applicable to health professionals as well as tools for measurement of health status at individual, community, national levels.

494 Health Science Practicum (1-3)

Prerequisites: Health Science 220 and senior standing and consent of instructor. An elective for Health Science majors offering an opportunity to plan, implement, and evaluate special community-based projects under faculty supervision. May be repeated 6 units maximum. Credit/no credit only.

495 Internship in Health Science (3)

Prerequisites: Health Science 220, senior standing. Supervised observation and field experience in community health settings as conducted by government, voluntary, professional or industrial/corporate organizations. (May be repeated one time.)

499 Independent Study (1-3)

Prerequisite: minimum of 15 upper-division Health Science courses completed and junior or senior standing. Topics based on a study plan prepared in cooperation with a faculty supervisor. Culminates in a paper, project, comprehensive examination or performance. Application forms must be completed and approved prior to enrollment. Maximum of three units in any one semester; may be repeated once.

500 Issues in Public Health (3)

Prerequisite: admission to MPH. Historical perspectives, definitions, and discussion of current public health issues. Prepares public health professionals to draw on knowledge and skills from a variety of disciplines to define, critically assess, evaluate, and resolve public health problems.

501 Advanced Methods in Epidemiology (3)

Prerequisite: admission to MPH. Advanced application of epidemiologic procedures to the understanding of the occurrence and control of diseases and other health problems. Emphasis is given to study design, data quality, statistical analysis, and causal inference.

508 Statistical Methods in Health Science (3)

Prerequisites: graduate status. Statistical theory, data collection procedures, techniques for analysis and interpretation of data.

510 Research Methods in Health Science (3)

Prerequisites: graduate status, Health Sci 508. The fundamental tools of research. Types of research, process of scientific inquiry and critical analysis of research. Topic selection and development of a research

520 Advanced Topics in Community Health (3)

Prerequisite: admission to the MPH program. This course focuses on the theories, principles, planning and intervention strategies, and evaluation approaches relevant to current community health promotion programs in the United States.

540 Advanced Study in Health Promotion and Disease Prevention (3)

Prerequisite: Health Science 440 or equivalent. Study of psychological, social, ecological, economic, and political theories relevant to the mission and process of health promotion. Application of behavioral change techniques and health education methodology to health promotion targeting individuals and whole communities.

545 Instructional Methodologies for Health Education (3)

Prerequisites: admission to MPH. This course develops the ability of students to select and implement learner-centered instructional strategies designed to facilitate health behavior change for individuals in group settings. Will focus on instructional strategies appropriate for sensitive health-related content, the relationship of instructional strategies to behavioral outcomes, and adult learning theories.

550 Graduate Internship (3-6)

Prerequisites: graduate status, consent of faculty sponsor, field supervisor, field coordinator and chair. On-the-job training experiences supervised by a fully trained practitioner. Minimum of 120 hours per semester plus conferences with faculty sponsor. Application forms must be completed and approved prior to enrollment. Upon completion of the internship, a written evaluation must be submitted. Not open to students on, or subject to, academic probation.

558 Advanced Study of School Health Education (3)

Prerequisite: enrollment in fifth-year program. Advanced course designed to facilitate the delivery of comprehensive school health education. Emphasis placed on strategies for personal, classroom, and school safety. Application of state/federal laws pertaining to health and safety will be evaluated.

597 Project (3)

Prerequisites: graduate classified status, successful completion of an oral presentation of the project, and signature of all committee members on or before the census date of the semester in which the student elects to enroll. Directed independent inquiry. Not open to students on, or subject to, academic probation.

598 Thesis (3)

Prerequisites: graduate classified status, successful completion of an oral presentation of the thesis, and signatures of all committee members on or before the census date of the semester in which the student elects to enroll. Student will select and have approved a research proposal, conduct the research, and prepare a formal analysis and report. May be repeated. Not open to students on, or subject to, academic probation.

599 Graduate Independent Research (1-3)

Prerequisites: graduate status and consent of the faculty adviser and chair. Student research in a specific area of public health. Application forms must be completed and approved prior to enrollment. Upon completion of the research, a written report must be submitted. Not open to students on, or subject to, academic probation. Maximum of three units in any one semester; may be repeated once.



History

College of Humanities and Social Sciences

DEPARTMENT CHAIR

William W. Haddad

DEPARTMENT OFFICE

Humanities 815F

DEPARTMENT WEBSITE

http://hss.fullerton.edu/history/

PROGRAMS OFFERED

Bachelor of Arts in History

Minor in History

Master of Arts in History

FACULTY

Gordon Bakken, Leland Bellot, Gayle Brunelle, Jochen Burgtorf, Touraj Daryaee, Kristine Dennehy, Jack Elenbaas, Nancy Fitch, Natalie Fousekis, George Giacumakis, Cora Granata, William W. Haddad, Arthur Hansen, Heather McCrea, Robert McLain, Mougo Nyaggah, Ronald Rietveld, Lynn Sargeant, Gary Shumway, Laichen Sun, David Van Deventer, Nelson Woodard, James Woodward, Philippe Zacair, Cecile Zinberg

ADVISERS

General Advisement:

Check with departmental office.

Undergraduate Coordinator:

Gayle Brunelle

Graduate Adviser:

Robert McLain

Credential Adviser:

Kristine Dennehy

INTRODUCTION

Historians engage in systematic study of the human past in order to discover meaning for people in the present. The student of history may draw upon the subject matter and methods of many academic disciplines. Thus, social history employs the methods of the social sciences, including quantitative analysis, in examining social movements and issues in the past; psychohistory utilizes the approaches of psychology in the study of the behavior of historically significant individuals and groups; and the development of the various areas of human intellectual and cultural activity, for instance, the arts and sciences, are studied to inform us of how and why people have thought as they did.

Lower-division survey courses are designed to convey the broad sweep of past human events and introduce the student to the study of causation and historical source materials. Aspects of the philosophy and methodology of history and the mechanics of writing historical essays are addressed in History 300A and 300B. The study, in greater depth, of specialized historical topics comprises the bulk of the upper-division offerings of the department. History majors are required to take History 490T, a senior seminar on a special topic in which they are expected to write an original historical essay based chiefly upon the analysis of historical materials that date from the time of the events studied

The history major is useful for students who: (1) seek a broad liberal arts education with the option to choose more specialized study by geographical region, epoch and focus of inquiry (cultural, social, etc.); (2) plan a career in government service, including positions in United States Government agencies and international organizations overseas; (3) in business where writing, research and people skills are important; (4) pursue a career in private, nonprofit organizations that may involve research and service organizations, i.e., archives, museums and libraries; (5) desire to study law; (6) intend to prepare for primary or secondary school teaching, or (7) intend to work for advanced degrees in history in preparation for college teaching. The department is committed to the university's missions and goals where learning is preeminent.

Credential Information

The bachelor's degree in history may be effectively combined with subject matter studies necessary for either the multiple subject teaching credential (K-8) or single subject credential (7-12) in history. Teaching credentials require specific study plans and students are urged to seek advice from an adviser early in their course of study. Majors planning to teach at the secondary level should have a study plan approved by the Undergraduate Coordinator or designee by the first semester of their junior year in residence. Undergraduates are also encouraged to contact the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

Center for Oral and Public History

The Center for Oral and Public History, under the sponsorship of the Department of History, is one of the most comprehensive university-based oral history programs in the nation. In addition to offering course work in interviewing techniques, technical processing methodology, and community fieldwork, the program administers an assortment of ethnic, political, and other regional projects.

Pre-Professional Information

Students intending careers in government service or business should seek counsel from an adviser. Those planning to pursue graduate study in history should consult a faculty member of their choice. Those who expect to attend law school should plan their course of study with Professors Bakken or Bellot.

Prizes and Scholarships

Students should inquire at the department office for information regarding departmental prizes and scholarships.

BACHELOR OF ARTS IN HISTORY

The B.A. in History requires a minimum of 120 units that includes courses for the major, General Education, all University requirements, and free electives. A grade of "C" (2.0) or better is required in all history courses applied towards the B.A. in History.

The major requires a total of 45 units distributed as follows:

Introductory Survey Courses (12 units)

World Civilization (6 uits)

1. History 110A World Civilizations to the 16th Century (3)

   AND History 110B World Civilizations Since the 16th Century (3)

U.S. History (6 units)

2. History 170A United States to 1877 (3) AND History 170B United States Since 1877 (3)

   OR History 180 Survey of American History (3)

   OR History 190 Survey of American History with Emphasis on Ethnic Minorities

Intermediate Requirements (24 units)

History 300A Historical Thinking (3)

History 300B Historical Writing (3

At least 6 units in three of the following four fields:

1. World History
2. United States History
3. European and Ancient Mediterranean History
4. Latin American, Asian, African, or Middle Eastern History

Advanced Requirements (9 units)

Two upper-division history electives (6)

History 490T Senior Research Seminar (3)

Second Language Graduation Requirement

Students in the Bachelor of Arts in History program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN HISTORY

The minor in history, undertaken in consultation with a history adviser, should include a concentration in a general field.

1. Lower-division course work - 6 or 9 units (including general education)
2. Upper-division course work - 15 or 18 units (including History 300A)

A total of 24 units is required for the minor in history.

To complete 24 units, the student has the option of taking the last three units either in the introductory requirements or the upper-division course work.

MASTER OF ARTS IN HISTORY

The Master of Arts degree in history is designed to provide a course of study for those whose interests are in teaching, business, government service and the professions as well as for personal enrichment. It offers all the basic requirements for those who intend to pursue a doctoral degree upon the completion of their study at California State University, Fullerton.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Prerequisites

Applicants to the master's program must first fulfill all requirements for admission to graduate standing in the University. A student must have a baccalaureate degree from an accredited institution with a grade-point average of at least 2.5 in the last 60 semester units and a 3.0 grade-point average in upper-division history courses. All graduate program applicants must submit scores from the GRE General Exam. Incoming students must score in the 65th percentile or higher on the verbal portion of the GRE to qualify for admission. After fulfilling the university requirements, the applicant's records are sent to the History Department's graduate coordinator for additional evaluation. Students with deficiencies will be considered for admission only after they have completed courses approved by the coordinator.

STUDY PLAN

Each student determines his or her study plan with the graduate coordinator and an adviser in the area of specialization before commencing course work. Two plans are offered: Plan I, in which one specific field of interest is developed, requiring a written thesis or project (with an oral examination taken before the final draft); Plan II, in which the student must pass written comprehensive examinations in two of the following fields: (1) American; (2) European; (3) Latin American, Asian, African, or Middle Eastern; or (4) World History.

Thirty units of work are required for the master's degree. All students must complete the following courses:

History 501 Theory and History (3)

History 521T Directed Readings Seminar-European History (3)

OR History 551T Directed Readings Seminar–World and Comparative History (3)

OR History 571T Directed Readings Seminar-American History (3)

History 522 Seminar in European History (3)

OR History 552T Seminar in World and Comparative History (3)

OR History 572 Seminar in American History (3)

In addition, nine more units of 500-level course work must be taken, making a total of 18. The remaining 12 units may be taken in 400-level or graduate courses related to the study plan, at least one of which must be taken in history.

Before advancement to candidacy, a cultural understanding or research skill requirement must be met. This may be fulfilled in a variety of ways: (1) an examination on reading ability in a foreign language, (2) completion of 12 units of comparative studies in other departments appropriate to the student's program, (3) an examination or courses taken in statistics, or (4) courses and certification by the director of the Center for Oral and Public History.



EMPHASIS IN PUBLIC HISTORY

Students seeking admission to the Master of Arts in history with an emphasis in public history must meet the same admission requirements as those entering the regular history program. The degree requirements include 30 units of course work and completion of cultural understanding or skill requirement prior to candidacy.

Required History Courses (9 units)

History 501 Theory and History (3)

History 506 Seminar in Public History (3)

History 571T Directed Readings Seminar-American History (3)

Electives (15 units)

Electives must include six units in adviser-approved content courses, three of which must be in history, and six units from the following applied courses:

History 456 Introduction to Public History (3)

History 492 Community History (3)

History 493 Oral History (3)

History 494 History and Editing (3)

Culminating Experience (6 units)

History 596 Graduate Internship in History (3)

History 597 History Project (3 or 6)

For further information call the Department of History.

HISTORY COURSES

Courses are designated as HIST in the class schedule.

110A World Civilizations to the 16th Century (3)

The development of Western and non-Western civilizations from their origins to the 16th century.

110B World Civilizations Since the 16th Century (3)

The development of Western and non-Western civilizations from the 16th century to the present. (CAN HIST 16; CAN HIST SEQ C = History 110A and 110B)

170A United States to 1877 (3)

The political, social, economic and cultural development of the United States to 1877. Old World background, rise of the new nation, sectional problems, the Civil War and Reconstruction. (CAN HIST 8)

170B United States Since 1877 (3)

U.S. History from the late 19th century to the present. Economic transformation, political reform movements, social, cultural, and intellectual changes, and the role of the United States in world affairs. (CAN HIST 10; CAN HIST SEQ B = History 170A and 170B)

180 Survey of American History (3)

American history from prehistoric times (before 1492) to the present according to chronological time periods. Basic themes which pervade the entire sweep of the nation's history. Satisfies state requirement in U.S. History. Not available for credit to students who have completed History 190.

190 Survey of American History with Emphasis on Ethnic Minorities (3)

A survey of American history from prehistoric times (before 1492) to the present with special emphasis on the role of race and ethnicity. (Same as Afro-Ethnic Studies/ Chicana/o Studies 190). Credit will not be given for both History 180 and 190.

201 The History of Asian Pacific Americans (3)

Prerequisite: completion of General Education Category III. C.1. This class examines the origins and evolution of Asian American communities and cultures, with an emphasis upon the southern California region, through selected books, oral histories, films, outside speakers, and excursions. (Same as Asian American Studies 201)

230 The Ascent of Man (3)

Science and technology in the development of human culture, especially the development of science in western culture since the 17th century. Scientific concepts, their emergence and the social impact of science.

300A Historical Thinking (3)

The nature of history, history of historical thought, and history's relationship to the humanities and social sciences. Seminar required of all history majors. History majors must earn at least a "C" (2.0) in this course.

300B Historical Writing (3)

Prerequisite: History 300A. Research, writing and library usage (including computer- assisted bibliographic searches) as related to history. Meets the classroom portion of the upper-division writing requirement for history majors. Seminar required of all history majors. History majors must earn at least a "C" (2.0) in this course.

302A Historical Dimension of Liberal Studies (3)

Prerequisites: prior or concurrent completion of Liberal Studies 300 and completion of General Education Category II.A. The origins and development of modes of thought and forms of expression in the three core areas of liberal studies, i.e., the natural sciences, the social sciences, and the arts and humanities. (Same as Liberal Studies 302A)

302B Historical Dimension of Liberal Studies (3)

Prerequisite: completion of History 302A with a grade of "C" (2.0) or better. The origins and development of modes of thought and forms of expression in the three core areas of liberal studies, i.e., the natural sciences, the social sciences, and the arts and humanities. (Same as Liberal Studies 302B)

310 The California Experience (3)

(Same as Liberal Studies 310)

311 World War II (3)

A history of World War II: Films, documentaries, lectures and discussion.

320 Modern European History 1789 - Present (3)

Prerequisites: History 110B or completion of General Education Category III.C.1. Explores major political, social, economic, and cultural developments in Modern Europe. Topics include: French Revolution, industrial revolution, liberalism, socialism, nationalism, imperialism, urbanization, modernity, the World Wars, Russian Revolution, inter-war period, and post-1945 period.

331 History of Science: Copernicus to the Present (Formerly History 430) (3)

Prerequisites: completion of General Education Category III.A.2. Science from the 16th century to the present especially the scientific revolutions of the 17th and 20th centuries and the interaction between science, technology and culture.

350 History of Latin American Civilization (3)

Prerequisite: completion of General Education Category II.A and III.C.1. The social, economic, political and cultural evolution of Latin America from the European conquest to the present.

355 History of African Civilization (3)

Examines the social, political, economic and cultural evolution of African civilizations from early times to the present. Credit will not be given for both History 355 and Afro-Ethnic Studies 346.

360 Modern Asia: Nationalism and Revolutionary Change (3)

Prerequisite: History 110B and completion of General Education Category III.C.1. A modular analysis of nationalism, revolution and modernization as drawn from the experiences of the countries of China, Japan, India and Southeast Asia.

377 Women's Image in American Film (3)

Prerequisite: completion of the General Education Category II.B.1 Images, symbols, visual metaphors and myths will be studied as they relate to the image of women. Change in film images will be contrasted with the changing status of women in America. Not available for graduate degree credit.

386A American Social History 1750-1860 (3)

Prerequisite: completion of General Education Category II.B. A social history of the United States to the Civil War; reform movements, temperance, moral purity, women's rights, anti-slavery, spiritualism and their importance to the formation of a modern society.

386B American Social History 1865-1930 (3)

Prerequisite: completion of General Education requirement II.B. A social history of the United States from the Civil War; reform, social organization and values. The women's movement, censorship, divorce, the child and the limits of reform movements in an organizational society.

394 The American Civil War (3)

Prerequisite: History 170A, 180, or consent of instructor. A history of the American Civil War. Both contemporary and current analyses of the war will be amplified by the use of films and slides.

395 A History of the First World War (3)

Prerequisite: History 110B or consent of instructor. A history of the Great War stressing the military, social, economic and political aspects of the war. Films, documentaries and special lectures.

400A Concepts in World History, Ancient to Early Modern (3)

Prerequisite: History 110A. Designed primarily for students intending to teach world history. Ways in which world history can be conceptualized. Explores such themes as nomadism, syncretism, cross-cultural trade and European diffusionism.

402 Ancient and Medieval Britain (3)

Prerequisite: History 110A. Britain from 5 B.C. to 1485. The constitutional, institutional and cultural aspects of Roman, Celtic, Anglo-Saxon, Norman and Plantagenet Britain.

403 Tudor-Stuart England (3)

Prerequisite: History 110A or 110B. England from the accession of Henry VII to the Glorious Revolution. The political, institutional, ecclesiastical and cultural aspects of the period of the Tudors and Stuarts.

404 History of Modern England and Great Britain (3)

Prerequisite: History 110B. Modern British history (Glorious Revolution to present). The achievement of constitutional monarchy, transition from agrarian to industrial society, establishment of political democracy and the rise and fall of socialism.

405 History of the Jews (3)

Prerequisite: completion of General Education Category II.A. The Jewish people from the biblical period to the present. The literature of each period as well as the relationships which exist between the Jewish communities and the societies in which they exist. (Same as Comparative Religion 405)

406 The Holocaust (3)

Prerequisite: History 110B, or any modern European upper-division course. This course will trace the history and examine the origins, implementation, and results of the European-wide programs of persecution and genocide carried out by Nazi Germany and their collaborators against the Jews during the period 1933-1945. (Same as Comparative Religion 406)

408 History of California (3)

Prerequisite: completion of General Education requirement II.B. The political, economic and social history of California from the aboriginal inhabitants to the present; the development of contemporary institutions and the historical background of current issues.

409 Cities in European Civilization, 1000-1915 (3)

Prerequisite: History 110A or 110B. This course is designed to offer undergraduate students an opportunity to explore the urban history of Western Europe from the revival of urban life in the High Middle Ages through WWI, with a focus on urban social and cultural evolution.

410 The Rise of the Atlantic World (3)

Prerequisite: History 110A. Explores the main themes of the history of the Atlantic Basin, 1450-1700, including the discovery and conquest of the New World, Africans' contributions to the creation of the Atlantic world, and the origins of the "plantation complex."

411 World War II Japanese American Evacuation (3)

Prerequisites: completion of General Education Category III.C.1 and History 170B, 180, or 190. An exploration of the World War II eviction and detention of people of Japanese ancestry in the United States, pivoting on the significance of this experience in the areas of civil and human rights, cross-cultural relations, and international affairs. Not available for graduate degree credit. (Same as Asian American Studies 411)

413 Oral History/Guided Autobiography (3)

Prerequisites: Completion of General Education Category I, core competencies, or equivalents. Instructs students in the theories and methods of oral history and guided autobiography and trains them as professional practitioners at community and senior centers, educational institutions, historical agencies, and other settings. (Same as Gerontology 413.)

415A Classical Greece (3)

Prerequisite: History 110A or equivalent. The civilization of ancient Greece. The rise and flourishing of the classical city-states; the literary and philosophic contributions to modern civilization.

417A Roman Republic (3)

Prerequisite: History 110A or equivalent. Roman social and political institutions under the republic.

417B Roman Empire (3)

Prerequisite: History 110A or equivalent. Roman imperial institutions and culture with attention to the rise of Christianity. (Same as Comparative Religion 417B)

420 The Byzantine Empire (3)

Prerequisite: History 110A or equivalent. The East Roman Empire from Constantine to the Ottoman conquest of 1453. Institutional aspects of Byzantine society: church, state, the economy, law and culture.

421A History of the Christian Church to the Reformation (1517) (3)

Prerequisite: History 110A or equivalent. The Christian Church from its origins in the apostolic preaching through the late Middle Ages and the beginning (1517) of the Reformation in both the East and West. (Same as Comparative Religion 421A)

421B History of the Christian Church from the Reformation to the Present (3)

Prerequisite: History 110B or equivalent. The western church as an institution from the Reformation (1517) to the present. Orthodoxy, Catholicism, and Protestantism in historical perspective. (Same as Comparative Religion 421B)

423 Medieval History, 300-1350 (3)

Prerequisite: History 110A or equivalent. Medieval civilizations-East European, West European, and Islamic-from the decline of the Roman Empire to the beginning of the Hundred Year's War, with emphasis on cultural, intellectual, and social history.

424T Gender and Sexuality in History (3)

Prerequisites: History 110A and 110B, 170A and 170B, or equivalents, or consent of instructor. Variable topics in gender and sexuality in history. Course examines historical forces that shaped masculinity and/or femininity.

425A The Renaissance (3)

Prerequisite: completion of General Education Category II.A. Europe in the 14th and 15th centuries: the development of humanism and capitalism in Italy and their impact on European culture, the rise of Renaissance monarchies, the Renaissance papacy, Christian humanism and Renaissance science and mysticism.

425B The Reformation (3)

Prerequisite: completion of General Education Category II.A. Europe in the 16th and 17th centuries: the impact of the Protestant and Catholic Reformations on European culture, the religious wars, the price revolution and the crises of the nobility, the rise of absolutism and the early modern family. (Same as Comparative Religion 425B)

427 Enlightenment and Revolution (3)

Prerequisites: History 110A-B. The impact of slavery in the French Caribbean, the rise of nation states, the emergence of Enlightenment thought, feminism, and popular politics during the eighteenth century and the French Revolution.

428 The Rise and Decline of Liberal Europe in the 19th Century (3)

Prerequisites: History 110A-B. The impact of industrialization, liberal political reform, and new forms of consumption and production on the daily lives of men and women who lived in nineteenth century Europe. Socialist, nationalist, and feminist responses to social change.

429A Europe 1890-1945 (3)

Prerequisite: History 110B. A survey of the cultural, political, and economic history of Europe, 1890-1945.

429B Europe Since 1945 (3)

Prerequisite: History 110B. A survey of the cultural, political, and economic history of Europe since 1945.

432 From Bismarck to Hitler: Modern Germany, 1870-1945 (3)

Prerequisite: History 110B. This course will both survey the social and political history of Germany from 1871 through World War II and introduce students to current historiographical debates in modern German history.

434A Russia to 1890 (3)

Prerequisite: completion of General Education Category II.A. The establishment of the Russian state at Kiev through the great reforms, the revolutionary movement and reaction of the 19th century. The shaping of contemporary Russia.

434B The Russian Revolutions & the Soviet Regime (3)

Prerequisite: History 110B or equivalent. The 1905 and 1917 revolutions and the subsequent consolidation of power under the Communist regime. The continuity and change in Russian social, political, cultural institutions and foreign policy affected by the impact of Marxist-Leninist-Stalinist ideology.

449 Race, Ethnicity and Gender in Latin America: A History (3)

Prerequisite: History 110B. The course examines the issues of race, ethnicity, and gender in Latin America from the 15th century to the present. Emphasis will be on Latin America's two largest countries, Brazil and Mexico.

450 African History Since 1935 (3)

Prerequisite: History 110B or equivalent. This course examines the issues of European imperialism, settler cultures, racism and African consciousness, ethnic conflict, gender, nationalist and guerrilla liberation movements, Pan-Africanism, international relations, and society development policies in Africa since 1935. (Same as Afro 450)

451 Colonial Period of Latin America (3)

Prerequisite: History 110A or equivalent. Latin America from its pre-Columbian origins to the era of the Wars of Independence. Emphasis on the ethnic, social, and cultural factors which characterized the colonial period.

452 20th-Century Brazil (3)

Prerequisite: History 110B. Social, economic, cultural, and political history of Brazil, with particular emphasis on the period since World War II.

453A History of Mexico pre-Columbian (pre 1521) through 1821 (3)

Prerequisite: History 110A or History 110B or equivalent. This course is designed to introduce the student to the history of Mexico from prior to the Spanish conquest of 1521 through the wars for Independence ending in 1821.

454 19th-Century Latin America: Era of Nation Building (3)

Prerequisite: History 110B or equivalent. Latin America during the 19th century (1810-1910) with emphasis on cultural and socio-political factors which were important in the creation of Latin American nations. Special focus on development of the Rio de la Plata, the Andean nations, and Mexico.

455 Latin America Since 1945 (3)

Prerequisites: completion of History 110A-B or consent of instructor. Focuses on political, economic, cultural and social patterns in key Latin American nations from 1945 to the present. Not available for graduate degree credit.

456 Introduction to Public History (3)

Prerequisite: History 180 or its equivalent. Applications of history to activities outside of teaching and academic research. Will introduce archival work, historic preservation, exhibit interpretation, and historical research and writing in business, government and individual consulting.

457 West Africa and the African Diaspora (3)

Prerequisite: History 110B or equivalent. This course deals with West African relationships with the African diaspora in the Americas. Examines issues of the origins of political conflict, economic exploitation, racism, gender, revolts, emancipation, Pan-Africanism, and rights of African descendants since the 15th century. (Same as Afro-Ethnic Studies 457)

458 Southern Africa in the 20th Century (3)

Prerequisite: History 110B or equivalent. Twentieth-century developments in the Union (Republic) of South Africa, Central Africa (the Rhodesias and Nyasaland) and the Portuguese colonies; the political, economic and social ramifications of race relations. (Same as Afro-Ethnic Studies 458)

461 Modern Vietnam (3)

Prerequisite: History 110B. A study of the history of Vietnam since 1802. Special emphasis will be placed on the French colonial experience, the Vietnamese struggle against the French from 1946 to 1954, and the American involvement in Vietnam.

462A History of China (3)

Prerequisite: History 110A or equivalent. Chinese history from ancient times to the middle of the 17th century; society, thought, economy and political institutions.

462B History of China (3)

Prerequisite: History 110B or equivalent. Chinese history from the middle of the 17th century to the 1950s. China's internal developments and foreign intrusion, the rise of modern Chinese nationalism and intellectual developments in the Republican period, and the attempts at modernization and the triumph of communism.

462C China Since 1949 (3)

Prerequisite: History 110B or equivalent. History of China from 1949 to the present. The Communist Party, political institutions, ideology, economic modernization and foreign relations of China.

463A History of Japan (3)

Prerequisite: completion of the General Education Category II.A. The social, political, and economic history of Japan until 1868 stressing the Tokugawa era.

463B History of Japan (3)

Prerequisite: History 110B or equivalent. The rise of the modern Japanese state, Japanese imperialism and the postwar era.

464A History of Southeast Asia to 1800 (3)

Prerequisite: History 110B or equivalent. Development of Southeast Asian civilizations from the earliest times to 1800, including the classical and early modern era.

464B History of Southeast Asia, 1800-present (3)

Prerequisite: History 110B or equivalent. Development of Southeast Asian history from 1800 to the present, including the colonial, post-colonial and contemporary period.

465A History of India (3)

Prerequisite: completion of General Education Category II.A. Survey of the history of India from ancient times through the arrival of Islam to the decline of the Mughul Empire in 18th century. Political developments, social and religious institutions: Hinduism, Buddhism, Jainism, class, caste, early impact of Europeans. Not available for graduate degree credit. (Same as Comparative Religion 465A)

465B History of India (3)

Prerequisite: History 110B or equivalent. India from early activities of British in 18th century through Indian Independence in 1948. Political, economic, religious developments: crystallization of British supremacy in South Asia through the Indian Mutiny of 1857; India's struggle for independence; emergence of Gandhi and Nehru. (Same as Comparative Religion 465B)

466A Islamic Civilization: Arab Era (3)

Prerequisite: History 110A or equivalent. Arab predominance in the Middle East from the rise of Islam to the Mongol invasions of the 13th century. (Same as Comparative Religion 466A).

466B Islamic Civilization: Imperial Age (3)

Prerequisite: completion of General Education requirement II.A. The Mongol invasions of the Middle East and their effects. The Ottoman Turkish, Safavid Persian and Moghul Empires to 1800. (Same as Comparative Religion 466B).

467 The Middle East in the 19th Century (3)

Prerequisite: History 110B or equivalent. Western penetration of the Middle East and the reaction to it, modernization, the growth of nationalist movements and revolutionary disturbances ending with World War I.

468 Middle East in the 20th Century (3)

Prerequisite: History 110B or equivalent. Social, political and economic changes in the Middle East since World War I. The period after World War II and recent independence movements.

469 American Military History (3)

Prerequisite: History 180 or equivalent. A survey of America's military experience focusing upon the democratic, industrial, managerial, mechanical, scientific, and social revolutions that have molded military institutions and national policies.

470 American Colonial Civilization (3)

Prerequisite: History 170A, 180, or consent of instructor. Analyzes the creation and development of societies in English North America from 1492-1754; the emergence of economic, social and political patterns and structures in a maturing Anglo-American culture.

471 The United States from Colony to Nation (3)

Prerequisite: History 170A, 180, or consent of instructor. Social, economic, political and intellectual developments in late 18th-century America, the coming of the American Revolution, origins of American nationalism, social structure of the new nation, and formation and ratification of the Constitution.

472 Jeffersonian Themes in American Society, 1800-1861 (3)

Prerequisite: completion of General Education Category in American History, Institutions and Values. Jeffersonian values and their impact upon the social, political and cultural life of the nation.

473 Democracy on Trial, 1845-1877 (3)

Prerequisite: completion of General Education Category in American History, Institutions and Values. America's "great national crisis" and the impact of slavery, civil war and national reconstruction upon the democratic process of the republic.

474 United States, 1876-1920 (3)

Prerequisite: History 170B, 180, or equivalent. Industrialization, urbanization, and immigration. Reconstruction, the New South, and the West. Populist and Progressive reform movements. World War I and the Red Scare.

475 United States, 1920-1960 (3)

Prerequisite: History 170B, 180, or equivalent. Major trends and conflicting values in domestic policies, national security policies, the economy, society and culture. Analyses of civil rights, civil liberties, parties and politics. Examination of key historiographic controversies.

476 United States Since 1960 (3)

Prerequisite: History 170B, 180, or equivalent. U.S. History from 1960 to present, interrelating foreign and domestic policy, economic, social and cultural trends, a study of U.S. history as it is being formed.

478 The History of Orange County (3)

Prerequisite: History 170B, 180, or equivalent. The history of Orange County. Stress on the process of urbanization.

479 The Urbanization of American Life (3)

Prerequisite: completion of General Education Category II.B. Urban life in America; the colonial town, the western town and the industrial city.

480 Development of American Law (3)

Prerequisite: History 170A or 170B. American law; contracts, property, commercial law, criminal law, corporations, torts, civil procedure and the legal profession.

481 Westward Movement in the United States (3)

Prerequisite: completion of General Education Category II.B. The expansion of the United States population and sovereignty from the eastern seaboard to the Pacific, colonial times to 1900; regional development during the frontier period.

482 Themes in American Thought (3)

Prerequisite: History 170A-B, 180, or 190. An examination of intellectual movements and ideas from the colonial period through the twentieth century. Examples of topics treated are: Puritanism; the Enlightenment influence in America; utopian reform; Darwinism; and Freudian thought.

483 American Religious History (3)

Prerequisite: completion of General Education Category II.B. American religious life and the proliferation of religious organizations as the result of the transplanting of the European religious heritage in a new environment. (Same as Comparative Religion 483)

484 American Legal and Constitutional History (3)

Prerequisite: completion of General Education Category II.B. Examination of legal and constitutional issues affecting the development of the U.S. Constitution, American law and government. The course will survey developments from English and colonial legal origins to constitutional problems of the post-World War II era.

485 United States Foreign Relations (3)

Prerequisite: History 170B, 180, or equivalent. Relations from 1900 to the present. The United States as a world power in the 20th century; the search for world order and the diplomacy of the atomic age.

486 United States Cultural History (3)

Prerequisite: completion of General Education Category II.B. The social and intellectual development of the United States from the Civil War to the present.

487 History of American Parties and Politics (3)

Prerequisite: completion of General Education Category II.B. Development of American political parties and issues from 1787 to the present. Analyzes the evolution and change in American political parties and the recent impact of mass media upon them.

490T Senior Research Seminar (3)

Prerequisites: History 300A and 300B or consent of instructor. Directed research seminar with class discussions applied to specific topics and areas as schedule and staff allow. Original research and writing. Required of all history majors. History majors must earn at least a "C" (2.0) in this course.

491T Proseminar in Special Topics in History (3)

Prerequisites: History 110A and 110B for European and non-West courses: History 170A and 170B; OR History 170A OR 170B and 180; OR History 170A OR 170B and 190 for U.S. History. Intensive study of selected phases or periods of history.

492 Community History (3)

Prerequisite: completion of General Education Category II.B. Historical development of communities in general including the Orange County area. Techniques of gathering and processing local historical data, including oral interviews and other archival materials.

493 Oral History (3)

Prerequisite: completion of General Education Category II.B. The utilization of tape recorded interviews to document significant events in 20th-century history. Training will be given in interviewing techniques, specific background research and equipment use, after which students conduct a number of tape recorded interviews.

494 History and Editing (3)

Prerequisite: senior standing and consent of instructor. Techniques of editing, book and photo layout, and indexing. Focuses on oral history documents but includes other historical and technical editing.

498 History Internship (3)

The internship program offers work experience related to the history academic program or to areas of public and private employment where any liberal arts major is appropriate.

499 Independent Study (1-3)

Open to advanced students in history with consent of department chair. May be repeated for credit.

501 Theory and History (3)

Prerequisite: History 300A or equivalent or consent of instructor. Seminar introducing student to philosophical issues in history as a humanistic social science, to epistemological considerations of the relationship of history to other disciplines, and to new subdisciplines in history. Required for the M.A.

506 Seminar in Public History (3)

Prerequisite: consent of instructor. Seminar in sources, themes, writing and formats used by historians working outside the classroom. Content will vary with instructor and will emphasize application of historical methods to various sectors of community history. Alternative to History 572/522 requirement for M.A. Required for M.A. students pursuing the Public History Emphasis.

521T Directed Readings Seminar in Fields of European History (3)

Prerequisite: a three-unit upper-division course in the sub-field of the offering or its equivalent. A critical examination of the literature that has been important in different fields of European history. May be repeated for credit when covering a different subfield.

522 Seminar in European History (5)

Prerequisite: History 501 or equivalent. A seminar in which students will utilize primary sources in writing research papers in European History. May be repeated once for credit when covering a different sub-field.

551T Directed Readings Seminar in World and Comparative History (3)

Prerequisite: a 3-unit upper-division course in world history. Variable topics reading seminar designed to offer students a comprehensive background in the literature of world and comparative history. May be repeated for credit when covering a different subfield. Topics: "Cross-Cultural interaction in the Medieval World, (ca. 500-1500, "The Age of Discovery," "The Ancient World")

552T Seminar in World and Comparative History (3)

Variable topics research seminar designed to permit students to explore world and comparative history through a primary source based research paper. Maybe repeated for credit when covering a different subfield. Topics: "Cross-Cultural Interactions in the Medieval World, (ca. 500-1500)," "The Age of Discovery," "The Ancient World."

571T Directed Readings Seminar in Fields of American History (3)

Prerequisite: a three-unit upper-division course in the sub-field of the offering or permission of instructor. A critical examination of literature that has been important or influential in specific fields of American history. May be repeated for credit when covering a different sub-field.

572 Seminar in American History (3)

Prerequisite: History 501 or equivalent. A seminar in which students will utilize primary sources in writing research papers in American History. May be repeated once for credit when covering a different sub-field.

596 Graduate Internship in History (3)

Prerequisite: classified graduate status. Professional-level internship in historical work. Usually precedes History 597, Project, and constitutes research phase of main graduate exercise as well as preparation for post-graduate career. This course may be repeated for credit.

597 History Project (3 or 6)

The editing of a significant body of primary source materials, including a critical and interpretive introduction as well as appropriate reference and explanatory notes. Foreign sources will normally be translated into English.

598 Thesis (3 or 6)

Prerequisite: consent of instructor. May be repeated for credit.

599 Independent Graduate Research (1-3)

Open to graduate students in history with consent of department chair. May be repeated for credit.



Human Communication Studies

College of Communications

DEPARTMENT CHAIR

Kurt Kitselman

DEPARTMENT OFFICE

College Park 420-1

SPEECH AND HEARING CLINIC

College Park 150

DEPARTMENT WEBSITE

http://communications.fullerton.edu/

PROGRAMS OFFERED

Bachelor of Arts in Communicative Disorders

Master of Arts in Communicative Disorders

Credential in:

Clinical Rehabilitative Services-Language, Speech and Hearing

Bachelor of Arts in Speech Communication

Emphases in:

Argumentation and Persuasion

Intercultural Communication

Interpersonal Communication

Organizational Communication

Communication Studies

Minor in Speech Communication

Master of Arts in Speech Communication

FACULTY

Jon Bruschke, K. Jeanine Congalton, Michael Davis, Robert Emry, Robert Gass, William Gudykunst, Javette Hayes, Mary Blake Huer, Kurt Kitselman, Edith Li, Irene Matz, Elizabeth Mechling, Norman Page, John Reinard, Gary Ruud, Terry Saenz, Stella Ting-Toomey, Kenneth Tom, Ying-Chiao Tsao, Richard Wiseman, Toya Wyatt.

ADVISERS

Communicative Disorders:
Undergraduate: Toya Wyatt
Graduate: Edith Li

Speech Communication:
Undergraduate: Norman Page
Graduate: Bill Gudykunst

INTRODUCTION

The mission of the department is to provide students with an understanding of communication processes in a culturally diverse society. An in-depth understanding of communication processes brings a number of benefits, including the ability to analyze communication barriers and the competency to facilitate effective communication between individuals, within organizations, between organizations and their customers or constituencies, and across cultures. Understanding communication processes in depth can, with specialized education and training, be used also to diagnose and treat disorders of communication.

The department offers a Bachelor of Arts degree in Speech Communication with emphases in Argumentation and Persuasion, Intercultural Communication, Interpersonal Communication, Organizational Communication, and Communication Studies. It also offers a Master of Arts degree in Speech Communication. Students who complete the bachelor's or master's degree are qualified to enter a variety of rewarding careers in business, nonprofit organizations, government, and education, and they are qualified to pursue advanced degrees in communication studies as well as in other academic and professional fields that are described under the sections on concentrations. The department offers a Minor in Speech Communication, which is structured to meet individual students' educational needs and career aspirations.

The department also offers a Bachelor of Arts and a Master of Arts degree in Communicative Disorders. These degrees lead to eligibility for a state license in speech-language pathology, national certification in speech-language pathology, and a specialized credential for work within the public school system. The Communicative Disorders Program has been accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association for over thirty years. The Communicative Disorders Program has a number of special features, including an emphasis on clinical services for persons from diverse cultural and linguistic backgrounds, alternative and augmentative forms of communication, and diagnosis and management of disorders of swallowing.

The department provides a strong foundation of theory in its degree programs, and each program gives its students the experience they need in applying theory in a variety of contexts. Knowledge and skills are developed in the classroom through the use of case study methodology and other learning strategies and through internship experiences, which allow students to apply their knowledge and skills in their eventual work settings. Some students are encouraged to pursue careers in college and university teaching and research by continuing their education at the doctoral level in the field of communication studies or communicative disorders. Finally, the department provides guidance for students interested in pursuing graduate and professional studies in fields related to communication.

BACHELOR OF ARTS IN COMMUNICATIVE DISORDERS

The Bachelor of Arts in Communicative Disorders requires 42 units within the major; 39 of the units are required and 3 are elective. All students also complete 51 units of general education, leaving 27 units of free electives to complete the university's requirements for the Bachelor of Arts Degree. Most students who pursue the Bachelor of Arts in Communicative Disorders intend to complete a Master of Arts degree in Communicative Disorders, since this is the entrance-level degree for practice as a speech-language pathologist in both the public school and the health care systems. The Bachelor of Arts degree provides excellent preparation for pursuit of teaching credentials, too, and students are encouraged to consider this degree to prepare for careers as teachers, especially if they are interested in early childhood or elementary education. Students can complete requirements for entrance into most teaching credential programs within the 120-unit minimum required for a Bachelor of Arts degree through careful planning.

Students in the Bachelor of Arts in Communicative Disorders program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

Sophomore Level (6 units)

Human Comm 241 Introduction to Phonetics (3)

Human Comm 242 Introduction to Communicative Disorders (3)

Junior Level (15 units)

Human Comm 300 Introduction to Research in Speech Communication (3)

Human Comm 307 Speech & Language Development (3)

Human Comm 344 Anatomy & Physiology of Speech & Hearing (3)

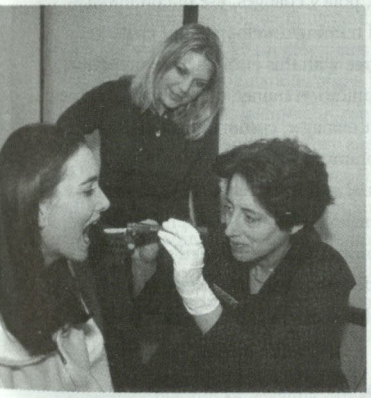
Human Comm 350 Speech & Hearing Science (3)

Human Comm 352 Child Language and Phonological Disorders (3)

Senior Level (18 units)

Human Comm 461 Audiology & Audiometry (3)

Human Comm 465 Aural Rehabilitation (3)



Human Comm 472 Voice & Craniofacial Disorders (3)

Human Comm 474 Neurology & Neurogenic Communicative Disorders (3)

Human Comm 475 Fluency Disorders (3)

Human Comm 476 Clinical Methods and Procedures (3)

Electives (3 units)

Human Comm 302 Introduction to Manual Communication (3)

Human Comm 308 Quantitative Research Methods (3)

Human Comm 312 Intermediate Sign Language (3)

Human Comm 345 Communication & Aging (3)

Human Comm 404 Communicative Disorders of the Bilingual/ Multicultural Child (3)

BACHELOR OF ARTS IN SPEECH COMMUNICATION

The Bachelor or Arts in Speech Communication is awarded with one of five emphases: Argumentation and Persuasion, Intercultural Communication, Interpersonal Communication, Organizational Communication, or Communication Studies. The major requires 42 units consisting of (1) 15 units of core requirements, (2) 9 units of theoretical core, and (3) 15 units within the student's particular emphasis. In addition to 42 units within the major, students complete 51 units of general education, leaving 27 units of free electives to complete the university's requirements for the Bachelor of Arts Degree. Some students are encouraged to pursue specific minors, such as a Minor in Advertising, Business Administration, Computer Science, Journalism, Psychology, or Public Administration, depending on their career or professional goals. Students can complete these minors as well as one of the department's majors within the 120-unit minimum required for a Bachelor of Arts degree.

Students in the Bachelor of Arts in Speech Communication program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

Core Requirements (18 units)

Human Comm 102 Public Speaking (3)

Human Comm 200 Human Communication (3)

Human Comm 236 Essentials of Debate (3)

Human Comm 300 Introduction to Research (3)

Human Comm 308 Quantitative Research Methods (3)

Human Comm 320 Intercultural Communication (3)

Theoretical Core (9 units)

Human Comm 313 Interpersonal Communication Theory (3)

OR Human Comm 332 Process of Social Influence (3)

Human Comm 324 Communicating in Groups and Teams (3)

OR Human Comm 326 Organizational Communication Dynamics (3)

Human Comm 330 Rhetoric of Popular Culture (3)

OR Human Comm 335 Advanced Argumentation (3)

Emphasis in Argumentation and Persuasion (15 units)

An emphasis in Argumentation and Persuasion constitutes one of the strongest liberal arts educations available. Students learn how to think in a clear and logical manner, analyze information critically, formulate persuasive arguments, and deliver those arguments effectively, both in oral and in written forms. These skills are of great value in almost any career. Students who complete their degree with a emphasis in Argumentation and Persuasion are prepared for a variety of specific careers as well, including a career as a speech/debate coach. They are also prepared for careers in government and politics, such as that of a campaign aide or director, elected official, information officer, legislative assistant, legislative research specialist, lobbyist, negotiator, press secretary, or speechwriter. Others have used the emphasis as preparation for a career in the ministry. The emphasis offers particularly strong preparation for law school.

Human Comm 330 Rhetoric of Popular Culture (3)

Human Comm 332 Process of Social Influence (3)

Human Comm 334 Persuasive Speaking (3)

Human Comm 335 Advanced Argumentation (3)

Human Comm 337 Communication in the Legal Arena (3)

Human Comm 338 Intercollegiate Forensics (3)

Human Comm 342 America Speaks (3)

Human Comm 420 Communication Theory (3)

Human Comm 426 Directing Forensics (3)

Human Comm 430 Classical Rhetoric (3)

Human Comm 431 Rhetorical Dimensions in Sex and Gender (3)

Human Comm 432 Contemporary Rhetoric (3)

Human Comm 437 Internship: Speech Communication (3)

Human Comm 438 Principles of Rhetorical Criticism (3)

Human Comm 492A Proseminar in Speech Communication (3)

Emphasis in Intercultural Communication (15 units)

An emphasis in Intercultural Communication provides students with specialized knowledge and skills in identifying, analyzing, and meeting the challenges of effective communication in a multicultural society, both in the context of organizations and among individuals. These challenges are transformed into career opportunities for those who have mastered the knowledge and skills of effective intercultural communication and are able to translate their knowledge to diverse intercultural applications. Students who complete the Intercultural Communication emphasis successfully are prepared for careers such as that of customer service and sales representative, diplomat, foreign correspondent, foreign relations or foreign service officer, host for foreign dignitaries, intercultural and diversity trainer, international corporate representative, international and study-abroad student adviser, and travel industry representative. The emphasis also provides an excellent background for those interested in careers in primary and secondary education, a variety of human and social service careers, and other careers for which a liberal arts education is required.

Human Comm 220 Interpersonal Conflict Management (3)

Human Comm 313 Interpersonal Communication Theory (3)

Human Comm 342 America Speaks (3)

Human Comm 360 Nonverbal Communication (3)

Human Comm 420 Communication Theory (3)

Human Comm 422 Applications of Intercultural Communication (3)

Human Comm 437 Internship: Speech Communication (3)

Human Comm 492C Proseminar in Speech Communication (3)

Emphasis in Interpersonal Communication (15 units)

An emphasis in Interpersonal Communication provides students with the education needed for entrance into a variety of careers in social and human services. Success in these fields requires competencies in identifying, analyzing, and meeting the challenges of effective communication among individuals. Acquiring these competencies is the goal of the emphasis in Interpersonal Communication. The emphasis provides a basis for the pursuit of teaching credentials, and it provides an exceptional background of preparation for graduate studies in fields such as social work, counseling, and clinical psychology. An emphasis in Inter-personal Communication, combined with selected courses within the psychology minor, meets entrance requirements for most graduate programs in these fields. The selection of an emphasis in Interpersonal Communication suggests a special aptitude for and interest in human service careers, and the emphasis provides students with a unique and exceptionally strong background of theoretical as well as applied studies for graduate studies in the mental health professions.

Human Comm 220 Interpersonal Conflict Management (3)

Human Comm 313 Interpersonal Communication Theory (3)

Human Comm 318 Family Communication (3)

Human Comm 324 Communicating in Teams and Groups (3)

Human Comm 332 Processes of Social Influence (3)

Human Comm 360 Nonverbal Communication (3)

Human Comm 413 Communication in Interpersonal Relationships (3)

Human Comm 420 Communication Theory (3)

Human Comm 437 Internship: Speech Communication (3)

Human Comm 492B Proseminar in Speech Communication (3)

Emphasis in Organizational Communication (15 units)

An emphasis in Organizational Communication prepares students for careers in business, nonprofit organizations, and government. These organizations depend on effective communication among individuals and units within the organization as well as with customers or other constituencies on the outside in order to achieve their goals. One of the primary causes of organizational malfunction is a failure to meet communication challenges, and these challenges are especially great in our multicultural society and in a world made small by travel and communication technology. Experts in organizational communication have the competencies needed to identify the barriers to effective communication within organizations, and between organizations and their customers or other constituencies, and to remove those barriers through organizational structural changes, policy changes, use of communication technologies and media, and training/development of employees. Students who complete their degree with this emphasis are prepared for careers such as that of communication trainer, community relations director or representative, conflict manager, customer service representative, director of corporate communications, executive manager, human resource manager, industrial and labor relations representative, mediator, negotiator, public information officer, or sales representative. The organizational communication emphasis, combined with a business administration minor, provides an exceptional background for those with an interest in careers that focus on communication in the business environment.

Human Comm 220 Interpersonal Conflict Management (3)

Human Comm 324 Communicating in Teams and Groups (3)

Human Comm 325 Interviewing: Principles and Practices (3)

Human Comm 326 Organizational Communication Dynamics (3)

Human Comm 333 Communication in Business and the Professions (3)

Human Comm 334 Persuasive Speaking (3)

Human Comm 420 Communication Theory (3)

Human Comm 433 Training and Development (3)

Human Comm 437 Internship: Speech Communication (3)

Human Comm 492D Proseminar in Speech Communication (3)

Emphasis in Communication Studies (15 units)

An emphasis in Communication Studies provides students with the opportunity to focus on two of the emphases. Many students, for example, combine courses from the Intercultural Communication emphasis with either the Organizational Communication or the Interpersonal Communication emphasis. The selection of courses must be adviser-approved and from at least two of the emphases.

MINOR IN SPEECH COMMUNICATION

An understanding of the challenges of effective communication and how communication can be facilitated is of great value in almost any career. Some careers, such as those in human services, require an understanding of communication between individuals. Other careers, such as those in business, nonprofit organizations, or government, require an understanding of communication within and between organizations and between organizations and their customers or other constituencies. For example, business majors may benefit from knowledge and skills in organizational and multicultural communication, particularly in our multicultural society. The Minor in Speech Communication is structured to meet the individual student's aptitudes, interests, and career goals. The minor is earned by the successful completion of 21 adviser-approved units.

MASTER OF ARTS IN COMMUNICATIVE DISORDERS AND IN SPEECH COMMUNICATION

The Master of Arts in Communicative Disorders (speech-language pathology and audiology), accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association since 1969, is designed: (1) to provide students with graduate, professional level studies covering the broad field of communicative disorders; (2) to provide students with opportunities to observe, learn and serve communicatively impaired clients within a wide range of clinical facilities, both on-campus and off-campus; and (3) to train students to assess, diagnose and formulate therapy plans, and to function as therapists for selected types and populations of the communicatively impaired.

The Master of Arts in Speech Communication is designed to give students broad exposure to theory and research and, at the same time, allow them to specialize in one area (i.e., argumentation and persuasion, interpersonal communication, intercultural communication, organization communication, or rhetorical studies). The objectives of the degree include improving the student's academic and professional competence; preparing the student for advanced graduate work toward the doctoral degree; developing the student's research capabilities; increasing student's knowledge in the area of specialization; and for the student planning a teaching career, providing the opportunity to develop teaching skills. The student is expected to demonstrate a high degree of intellectual competence and scholarly discipline, to evaluate critically, and to demonstrate mastery of the field of specialization.

Admission to Graduate Standing: Conditionally Classified

Applicants must meet the university requirements for admission to conditionally classified graduate standing: a baccalaureate from an accredited institution and a grade-point average of at least 3.0 in the last 60 semester units attempted is preferred. Applicants for the Communicative Disorders Program must have a baccalaureate in communicative disorders or the equivalent. The equivalent consists of a prescribed list of courses which total 36 semester units and which form an appropriate background for graduate studies. Applicants for Speech Communication are required to have a baccalaureate in speech communication or an allied field or complete nine units of approved background studies in speech communication.

In addition, the following factors will be taken into consideration by the Graduate Committee in determining who shall be admitted to the program:

1. Grade-point average.
2. Letters of recommendation (preferably on department forms).
3. Professional objectives as presented in a student letter of intent.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

Graduate Standing: Classified

A student who meets the requirements for conditionally classified graduate standing, as well as the following requirements, may be granted classified graduate standing upon the development of an approved study plan:

1. Enrollment in Human Comm 501, Seminar in Speech-Language Pathology, is a pre-classification requirement for the M.A. Degree in Communicative Disorders.
2. Enrollment in Human Comm 500, Research in Speech Communication is required within the first nine units of graduate work included on the study plan.
3. Completion of the study plan with 30 units of studies approved by an adviser and the Department Graduate Committee.

Graduate Study Plan (GSP)

Requirements for the M.A. Degree in Communicative Disorders consist of:

- A minimum of 30 units of study approved by the Department Graduate Committee. These include:
- Courses totaling 15 units including: Human Comm 500, Research in Speech Communication, taken in the first nine units of GSP course work; Human Comm 542, Neurologic Basis of Speech and Language; Human Comm 543, Seminar in Dysphagia; Human Comm 576, Seminar in Augmentative and Alternative Communication; and Human Comm 577, Seminar in Child Language Disorders.
- Five courses totaling 15 units, which may include either Human Comm 597, Directed Graduate Research or Human Comm 599, Independent Study.
- Comprehensive exams are taken in ten areas throughout the course of graduate study when prerequisite course work has been completed.

Requirements for the M.A. Degree in Speech Communication consist of:

- A minimum of 30 units of 400-level and 500-level courses approved by the Department Graduate Committee. These include:
- Courses totaling 15 units including: Human Comm 500, Research in Speech Communication, taken in the first nine units of GSP course work; Human Comm 536, Seminar in Communication and Rhetorical Theory; and three additional 500-level seminars.
- Completion of 30 units of course work and passing a comprehensive examination, or completion of 27 units of course work and writing a project (Human Comm 597, Directed Graduate Research) for

three units, or completion of 24 units of course work and writing a thesis (Human Comm 598) for six units.

For further information, consult the Department of Human Communication Studies

CLINICAL REHABILITATIVE SERVICES CREDENTIAL IN LANGUAGE, SPEECH, AND HEARING

Speech pathologists who wish to practice in the public school setting are required to obtain an M.A. Degree in Communicative Disorders and the Clinical Rehabilitative Services Credential in Language, Speech, and Hearing (CRSC), which they may declare as an objective when they apply for admission to the graduate program. The credential may also be declared as an objective at a later time as long as the student has maintained continuous enrollment in the graduate program. After the student leaves the graduate program, re-admission is required in order to fulfill requirements for the credential. It is, therefore, strongly recommended that students complete the credential while working on the M.A. Degree unless they are absolutely certain that they will not later wish to work in the public schools.

In order to obtain the CRSC, students must earn the M.A. Degree in Communicative Disorders. In addition, they must meet requirements that are somewhat more specific than those for the M.A. Degree alone. These requirements are listed below.

The required courses and clinical practice for the CRSC must be completed with a grade-point average of 2.50, and at least a "C" (2.0) must be earned for each course and practicum. In the case of credit/no credit grades for certain clinical practicum courses, the student must earn a credit. Students are required to complete clinical clock hours according to the requirements of the American Speech-Language-Hearing Association. Some of the clinical clock hours must be in audiology and aural rehabilitation. In addition, 100 of the 350 supervised clock hours must be completed at a school site or its equivalent. The hours must be supervised in all cases by persons holding the ASHA Certificate of Clinical Competence in Speech-Language Pathology and the appropriate state license. The supervisor of the public school practicum must also hold the Clinical Rehabilitative Services Credential. If equivalences have been granted for a clinical practicum that was completed at another university, appropriate documentation of clinical clock hours completed at the other institution must be provided to the Communicative Disorders Program so that it can be placed in the student's clinical practicum file.

Finally, the student must demonstrate proficiency in reading and writing through passing the University Examination in Writing Proficiency (EWP) and through obtaining a "C" (2.0) or better in Human Comm 300 Introduction to Research in Speech Communication. Alternatively, the student may demonstrate reading and writing proficiency by obtaining a "C" (2.0) or better in Human Comm 500 Research in Speech Communication. Students must also pass the CBEST Exam prior to entering the credential program. The Credential Coordinator should be contacted by the students early in their program to review requirements and give further information on the requirements for the credential.

Academic and Clinical Practicum Requirements

Undergraduate courses from related areas

Psychology 361 Developmental Psychology (3)

Special Ed 371 Exceptional Individual (3)

M.A. Degree in Communicative Disorders

Academic courses in the major. The following courses are required for the CRSC, but some of them may also be used for the partial fulfillment of requirements for the M.A. Degree.

Human Comm 404 Communicative Disorders of the Bilingual/Multicultural Child (3)

Human Comm 490 Seminar: Speech and Hearing Services in the Schools (2)

Human Comm 571 Seminar in Fluency Disorders (3)

Human Comm 573 Seminar in Voice Disorders (3)

Human Comm 574 Seminar in Phonological Disorders (3)

Human Comm 576 Seminar in Augmentative and Alternative Communication (3)

Clinical Practicum Requirements

Human Comm 458 Clinical Practicum: Speech and Language Disorders in Children (3)

Human Comm 468 Audiology Practicum (1)

Human Comm 485 Aural Rehabilitation Practicum (1)

Human Comm 489A Public School Practicum in Communicative Disorders (4)

Human Comm 558A Clinical Practicum: Speech and Language Disorders in Adults (3)

Human Comm 558C Clinical Practicum: Communicative Disorders and Differences in Individuals from Diverse Backgrounds (3)

Human Comm 558D Clinical Practicum: Augmentative Communication and Instrumental Management of Communicative Disorders (2)

Human Comm 559A Advanced Clinical Practicum: Communicative Disorders (3)

CERTIFICATION, LICENSURE, AND CREDENTIALS IN COMMUNICATIVE DISORDERS

Certification

The Communicative Disorders program is fully accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). Graduate study in this program leads to certification in speech-language pathology with ASHA (CCC-SLP).

The CCC-SLP is awarded by the American Speech-Language-Hearing Association to persons who (a) complete the M.A. Degree in speech-language pathology, (b) complete the required clinical practicum by taking prescribed combinations of clinical practicum courses, (c) pass the National Examination in Speech-Language Pathology, (d) successfully complete a Clinical Fellowship Year, and (e) submit the appropriate application materials to the American Speech-Language-Hearing Association. All students should be familiar with the requirements for the CCC-SLP. Students completing the M.A. Degree on or

after January 1, 2005, must meet a new set of higher standards in order to be certified. All students should obtain a copy of the latest ASHA Membership and Certification Handbook during the last year of their graduate studies, and they should read all materials carefully. Their advisers are not responsible for informing students of ASHA requirements that are met after graduation. Copies of the Handbook are available from the Graduate Assistant in the CSUF Speech and Hearing Clinic or directly from ASHA at the following address and telephone number:

American Speech-Language-Hearing Association
Membership and Certification Section
10801 Rockville Pike
Rockville, Maryland 20852
Telephone (301) 897-5700

Licensure

The speech-language pathology license is required to work as a speech-language pathologist in all settings in California except for the public school and in certain exempt federal employment settings. The license is awarded by the Speech-Language Pathology and Audiology Examining Committee (SPAEC) of the Medical Board of California to those who (a) complete the M.A. Degree in speech-language pathology, (b) complete the required clinical practicum by taking prescribed practicum courses listed in Appendix 4, (c) pass the National Examination in Speech-Language Pathology, (d) successfully complete a Required Professional Experience (RPE), and (e) submit the appropriate application materials to SPAEC.

Although students will have met or exceeded the academic and clinical practicum requirements for licensure in California by the time they complete their M.A. degree and the last of the clinical practicum courses that are required for the Certificate of Clinical Competence in Speech-Language Pathology (ASHA), they should still become familiar with the specific requirements for licensure during their last year of graduate studies. Their advisers are not responsible for informing students of requirements for licensure that are met after graduation. A copy of the "Student Manual for Licensure in Speech Pathology and Audiology" may be obtained from the Graduate Assistant in the CSUF Speech and Hearing Clinics or directly from SPAEC at the following address and telephone number:

Speech Pathology & Audiology Examining Committee
1434 Howe Avenue, Suite 86
Sacramento, CA 95825-3240
Telephone (916) 263-2666

AWARDS IN THE DEPARTMENT OF SPEECH COMMUNICATION

The following awards were established by family, friends and colleagues of the designees in memory of their commitment and contributions to students engaged in the study of human communication.

These awards provide recognition and/or financial assistance to outstanding students majoring in Speech Communication or Communicative Disorders.

The Seth A. Fessenden Award

The Herbert W. Booth Award

The Herbert W. Booth Outstanding Senior Award

The Philip J. Schreiner Award

The Lee E. Granell Award

The Wayne Brockriede Award

The John Scott McKay Textbook Award

GRADUATE ASSISTANTSHIPS AND FELLOWSHIPS

The following appointments are awarded to outstanding graduate students in the form of competitively selected assistantships and lectureships:

Clinical Graduate Assistants

Graduate Assistants in Forensics

Graduate Assistants in Research

Teaching Associates in Human Communication Studies

INTERNATIONAL LEARNING OPPORTUNITIES IN SPEECH COMMUNICATION

The Department of Human Communication Studies integrates issues of ethnicity and culture in all of its courses. This ensures that students understand their own culture in relationship to other cultures and therefore develop a global perspective. Six faculty members are nationally and/or internationally recognized for their expertise in intercultural communication, multiculturalism and bilingual issues.

Courses in intercultural communication are included in the communication theory and process curriculum. These courses emphasize the nature and effects of such communication on multicultural, multinational and domestic relationships. Clinical experiences that are part of the communicative disorders curriculum also provide expertise on multicultural and bilingual issues.

Speech Communication students provide international learning opportunities for other students on campus as well by providing training for CSUF students who will be studying in international universities.

SPEECH COMMUNICATION COURSES

Courses are designated as HCOM in the class schedule.

100 Introduction to Human Communication (3)

An introduction to theory and practice of interpersonal communication. Practice in the development of skills for improving the quality of communication is required.

102 Public Speaking (3)

Theory and presentation of public speeches, including an analysis of determinants of comprehension and attitude formation; selection and organization of speech materials, development of delivery skills and evaluation of message effectiveness. Student presentations required. Participation in research projects. (CAN SPCH 4)

138 Forensics (2)

Prerequisite: consent of instructor. Investigation and practice in the background, format procedures and evaluation criteria of the various forensic events. Students must participate in at least two intercollegiate speech tournaments. May be repeated for credit. (More than 6 hours of classwork for each unit of credit)

200 Human Communication (3)

Theories and competencies in interpersonal, small group, public, organizational and intercultural communication. Variations in communication processes across contexts are investigated.

220 Interpersonal Conflict Management (3)

Examination of the nature, causes and structure of interpersonal conflict; communication strategies exhibited in conflict; and intervention principles for conflict management. Conflict management theory will be applied to conflicts within marriages, small groups, organizations and intercultural relationships.

235 Essentials of Argumentation (3)

Introduction to methods of critical inquiry and advocacy. Identifying fallacies in reasoning, testing evidence and evidence sources, advancing a reasoned position, and defending and refuting arguments. Analysis and evaluation of oral and written arguments. (CAN SPCH 6)

236 Essentials of Debate (3)

Theory and practice in the activity of debate, emphasizing skill in analysis and reasoning, researching and organizing evidence, evaluating stock issues relating to policy and value propositions, and engaging in regulation.

241 Introduction to Phonetics (3)

The analysis and description of speech at the segmental and suprasegmental levels. Includes practice using the International Phonetic Alphabet for broad and narrow transcription. Overview of speech production.

242 Introduction to Communicative Disorders (3)

A broad overview of disorders of communication including classification and prevalence. Educational and training requirements for speech-language pathology and audiology, professional settings and opportunities, ethical considerations, clinical observations.

300 Introduction to Research in Speech Communication (3)

Prerequisite: Human Comm 100 or 200, open only to speech communication majors. Understanding and using professional literature in speech communication and using that literature to generate a formal research paper. A passing grade fulfills the course requirement of the university upper division baccalaureate writing requirement for speech communication majors and communicative disorders majors.

301 Liberal Studies in Communication Processes (3)

Introduction to interdisciplinary study and its relationships to communication theory. How communication occurs in various disciplines. Theories about the nature of language and how this influences the pursuit of learning. No credit for speech communication majors.

302 Introduction to Sign Language (3)

Prerequisites: Human Comm 100 or 102; English 101. Provides an overview of the deaf experience and the options for communication in the deaf community. Focus is on the use of American Sign Language and finger spelling at the introductory level.

303 Biology of Human Communication (3)

Prerequisite: Biology 101 or Psychology 101. The exploration of the biology and evolution of speech and language. Includes speech production, evolution and development; speech perception; language, hemispheric specialization, clinical studies; current methods in neurolinguistics; and plasticity and aging.

307 Speech and Language Development (3)

Prerequisite: completion of General Education Category I.A. or Linguistics 106 or equivalent. Normal acquisition of phonology, morphology, semantics, syntax and pragmatics in children. Includes the biological, cognitive, and social bases of language acquisition. Meets the requirements for specialized preparation to serve as a teacher of exceptional children. (Same as Linguistics 307).

308 Quantitative Research Methods (3)

Prerequisite: Human Comm 100 or 200. Current perspectives in empirical research methodology in the discipline of Speech Communication. Experimental designs, common statistical tests and the use of the computer as a research tool.

312 Intermediate Sign Language (3)

Prerequisite: Human Comm 302. Focus is on the theory, practice, and grammatical features of American Sign Language at the intermediate level. Students gain an understanding of the deaf cultural perspective.

313 Interpersonal Communication Theory (3)

Prerequisite: Human Comm 100, 200. The behavioral and humanistic approaches to theories of interpersonal communication. Functions of communication which influence interpersonal relationships, including communicator characteristics, information exchange, situational demands and interpersonal evaluations.

318 Family Communication (3)

Prerequisite: Human Comm 200. Explores research and theory in family communication. Examines the role of communication in courtship, family satisfaction, family conflict, and family dysfunction, with emphasis on marital, parent-child sibling, and intergenerational family relationships.

320 Intercultural Communication (3)

Prerequisite: Human Comm 100. Communication problems that result when members of different cultures communicate. How interpersonal communication can overcome differences in cultures' perceptions of communication's functionality, value orientations, nonverbal behavior, language, epistemologies and rhetorics.

322 Study Abroad Seminar (1)

Corequisite: Enrollment in the CSU International Programs or California State University, Fullerton Exchange Programs. An orientation to living in another culture for students studying abroad. The emphasis is on the intercultural adaptation process (e.g., culture shock) and understanding host nationals' behavior.

324 Communicating in Teams and Groups (3)

Prerequisite: Human Comm 100, 200. Application of communication theories and behavioral research findings as they relate to small groups and teams. Communication facilitation among individuals in task realization, including interpersonal needs, leadership, norms, roles, verbal and nonverbal messages, and group systems and procedures.

325 Interviewing: Principles and Practices (3)

Prerequisite: Human Comm 100. Principles and practices of interviewing processes. Consideration of appraisal, counseling, employment, exit, journalistic, persuasive and survey types of interviews. Case analyses, simulations and community fieldwork required.

326 Organizational Communication Dynamics (3)

Prerequisite: Human Comm 100, 200. The inter-relationships between management and communication theories. The microsystems and macro-systems within an organization are emphasized in terms of intra-personal, interpersonal, small group and organizational communication theories.

330 Rhetoric of Popular Culture (3)

Corequisite: Human Comm 200. Rhetorical theories as they apply to contemporary communication events. Various perspectives of rhetorical theory are utilized to further understanding of communication in today's society.

332 Processes of Social Influence (3)

Prerequisite: Human Comm 100 or 200. Major theories of communication concerned with influence and persuasion in society. Communication effectiveness through strategic application of theory to effecting change and evaluating appeals for change by others.

333 Communication in Business and the Professions (3)

Prerequisite: Human Comm 100 or 200. Human behavior, structural demands and communication within organizations. Application of theory and behavioral research as a framework for generating managerial communication competencies such as interviewing, briefings, conference leadership and intergroup coordination.

334 Persuasive Speaking (3)

Prerequisite: Human Comm 102 or equivalent. Strategies and tactics appropriate to leading social policy persuasive campaigns. Emphasis on analysis of receiver variables, progressive use of persuasive materials, question and answer techniques, and the development of personal influence. Student presentations required.

335 Advanced Argumentation (3)

Prerequisite: Human Comm 236 or equivalent. Argument as applied to advocacy; logic and evidence as related to analysis of significant issues.

337 Communication in the Legal Arena (3)

Prerequisite: an upper-division writing requirement course. The influence of communication behaviors on civil and criminal judicial processes. A review and evaluation of research into communication variables and legal practices, from interviewing to closing arguments. Courtroom observation required.

338 Intercollegiate Forensics (2)

Prerequisite: consent of instructor. Directed activity in debate and other forensic events. Participation in intercollegiate speech competition is required for credit. May be repeated for credit. (More than 6 hours of classwork for each unit of credit.)

340 Asian American Communication (3)

(Same as Asian American 340)

342 America Speaks (3)

Prerequisites: Human Comm 100, 102 or Political Sci 100; History 110A or 110B. America's story told through the speeches that moved her. In addition to critical evaluation of significant messages, emphasis is placed on what it would have been like to be part of the American audience exposed to famous speeches and speakers.

344 The Anatomy and Physiology of Speech and Hearing (3)

Anatomy and physiology of the speech and hearing mechanism. The processes of respiration, phonation, articulation-resonance, and hearing are included.

345 Communication and Aging (3)

Prerequisite: Human Comm 100. Communicative changes found in older adults including normal and pathologic changes in the physiological and behavioral aspects. Topics include diagnosis, rehabilitative strategies, social implications, and health care systems.

350 Speech and Hearing Science (3)

Prerequisites: Human Comm 241 and 344. Introduction to physiology and acoustics of speech production including voice, resonance, and individual speech segments. Students are introduced to instrumentation for the acoustic and perceptual analysis of speech.

352 Child Language and Phonological Disorders (3)

Prerequisites: Human Comm 241 or Linguistics 351; Human Comm 242 and 307. Introduction to language and phonological disorders in children. Emphasis on the speech/language profiles of special populations and contemporary approaches to assessment and intervention. Includes practice in the analysis of child speech/language samples.

360 Nonverbal Communication (3)

(Same as Linguistics 360)

404 Communicative Disorders of the Bilingual/ Multicultural Child (3)

Prerequisites: Human Comm 241, 242, 307, and 352. Comparative analysis of different versus delayed or deviant speech/language development of children from various cultural, ethnic and linguistic backgrounds. Introduction to principles of clinical management of children from culturally diverse populations.

407 Speech-Language Development and Disorders for Educators (3)

Prerequisite: Special Ed 371 or 400. Monolingual and bilingual speech-language development and disorders, including characteristics of children with potential speech-language problems and techniques for assisting them in classroom settings.

413 Communication in Interpersonal Relationships (3)

Prerequisite: Human Comm 313. Studies of communication in the interpersonal relationship development setting with particular emphasis on current theoretical and methodological issues.

420 Communication Theory (3)

Prerequisite: Human Comm 200, 300, 308, or graduate standing. Analysis of various theories and perspectives on human communication. Attention is paid to understanding basic forms of theories and to developing students' theoretical perspectives on human communication.

422 Applications of Intercultural Communication (3)

Prerequisite: Human Comm 320. Nature and effects of intercultural communication within multicultural/multinational organizations. Examination of intercultural leadership, negotiation, decision-making, and communication competence. Analysis of and practice in a number of intercultural training approaches.

426 Directing Forensics (3)

Prerequisite: Human Comm 138, 338. This course focuses on philosophies of forensics education, including coaching, judging, and tournament administration. Course content includes discussion of strategies of implementation of these philosophies. Course may be repeated for credit.

430 Classical Rhetoric (3)

Prerequisites: six units of upper-division coursework in Human Communication Studies including Human Comm 300. Significance of rhetoric and oratory in Greek and Roman intellectual life from the 4th Century B.C. to 300 A.D. Contributors include Protagoras, Isocrates, Plato, Aristotle, Cicero, Quintilian, and Augustine.

431 Rhetorical Dimensions of Sex and Gender (3)

Prerequisites: six units of upper-division communication theory and process coursework. Analysis of rhetorical dimensions of sex and gender American communication contexts. Explanation and evaluation of the creation and maintenance of masculinity and femininity in American culture from a rhetorical perspective.

432 Contemporary Rhetoric (3)

Prerequisites: six units of upper-division courses in communication theory and process to include Human Communication 300. The nature of rhetorical theory in the 20th and 21st centuries.

433 Training and Development (3)

Prerequisites: Human Comm 324 or Human Comm 326, and Human Comm 308. Studies of communication in a training and development environment with particular emphasis on learning principles, instructional design, implementation and evaluation of training, and needs assessment.

435 Communication in Community Building and Civic Engagement (3)

Prerequisites: Human Comm 100 and junior standing. Course focuses on human dialogue and "talk" in the development of a democratic society. Barriers to community dialogue/building and civic engagement will be examined. Relevant communication procedures, methods and theories will be examined and applied.

437 Internship: Speech Communication (3)

Prerequisites: any two of the following courses: Human Comm 301, 324, 326, 333, 420 or consent of instructor. On-site involvement with communication frameworks as they function in ongoing organizational settings. Working in an organization and seminar activities. Application for internship must be submitted prior to enrollment.

438 Principles of Rhetorical Criticism (3)

Prerequisites: six units of upper-division communication theory and process courses to include Human Comm 300. Explanation and evaluation of rhetorical experience. Historical modes of criticism, issues in rhetorical criticism, criticism in various contexts and experiences in criticism.

458 Clinical Practicum: Speech and Language Disorders in Children (3)

Prerequisites: Human Comm 352 and 476; admission to the graduate program in communicative disorders; approved Clinical Practicum Plan. Supervised experience in the assessment and treatment of children with speech and language disorders. Weekly individual and group conferences. Approximately 25-40 clinical clock hours. May be repeated for credit.

461 Audiology and Audiometry (3)

Prerequisites: Human Comm 242 and 344. Characteristics of hearing disorders including etiologies and risk factors. Methods and procedures used in assessing the auditory system including current topics of interest. Partially fulfills the requirements for state audiometrist certificate.

465 Aural Rehabilitation (3)

Prerequisite: Human Comm 461. Effects of hearing loss on speech and language. Treatment of hearing disorders, including amplification and aural rehabilitation. Presents information on the role of the audiologist and speech-language pathologist in the management of hearing disorders.

468 Audiology Practicum (1)

Prerequisites: Human Comm 461 and approved Clinical Practicum Plan. Audio-metric evaluations including pure tone testing, hearing aid evaluations, impedance audiometry and report writing. Provides 10-15 clinical clock hours in audiology.

472 Voice and Craniofacial Disorders (3)

Prerequisites: Human Comm 241, 242, and 344. Disorders of voice; disorders of articulation and resonance caused by orofacial pathology. Includes anatomical and physiological bases, assessment, diagnosis, management, and interdisciplinary aspects.

474 Neurology and Neurogenic Communicative Disorders (3)

Prerequisites: Human Comm 241, 242, 307, and 344. Anatomy and physiology of the nervous system as they relate to speech, language, hearing, and swallowing. Clinical characteristics of neurogenic language disorders, apraxia of speech, and dysarthria. Contemporary approaches to assessment and treatment. Lecture, demonstration, and clinical observations.

475 Fluency Disorders (3)

Prerequisites: Human Comm 241, 242, 307, and 344. Theories of development and remission of stuttering, constitutional and environmental risk factors. Clinical characteristics of stuttering. Contemporary approaches to assessment and treatment. Lecture, demonstration, clinical observations, and exercises.

476 Clinical Methods and Procedures (3)

Prerequisites: Human Comm 241, 242, 307, 344, 352, and 472, 474 or 475. Introduction to general principles and procedures for assessment and treatment of individuals with communicative disorders. Lecture, demonstration, clinical observations, and supervised clinical experience.

485 Aural Rehabilitation Practicum (1)

Prerequisites: Human Comm 461, 465, and 458 or 468 or 558A; and approved Clinical Practicum Plan. Supervised rehabilitation of hearing impaired children and adults in on- and off-campus facilities. Provides 10-15 clinical clock hours in aural rehabilitation. Sign language background recommended. Credit/no credit only.

489A Public School Practicum in Communicative Disorders (4)

Prerequisites: Human Comm 458, 558A, concurrent enrollment in Human Comm 490; admission to the graduate program in communicative disorders and approved Clinical Practicum Plan; application approved prior to semester of practicum. Meets the directed teaching requirements for the Clinical Rehabilitative Services Credential. Approximately 100-150 clinical clock hours.

489B Public School Practicum in the Special Class (4)

Prerequisites: Human Comm 410, 489A and 490 or concurrent enrollment; Reading 480; concurrent enrollment in Special Ed 482A; admission to the graduate program in communicative disorders; approved Clinical Practicum Plan; approved application prior to semester of practicum. Meets the directed teaching requirements of Clinical Rehabilitative Services Credential Special Class Authorization. Minimum of 100 hours of student teaching in the special class.

490 Seminar: Speech & Hearing Service in Schools (2)

Prerequisites: concurrent enrollment in Human Comm 489A and admission to the graduate program in communicative disorders. Problems and challenges unique to the student clinician in the organization and management of the speech and hearing program in the school. The clinician's role; planning, scheduling, case finding, treatment program reporting and other responsibilities.

492A Proseminar in Speech Communication-Persuasion/ Argumentation (3)

Prerequisite: appropriate junior-level theoretical coursework. Current research topics in the concentration areas of persuasion and argumentation, interpersonal communication, intercultural communication, and organizational communication will be presented.

492B Proseminar in Speech Communication-Interpersonal Communication (3)

Prerequisite: appropriate junior-level theoretical coursework. Current research topics in the concentration areas of persuasion and argumentation, interpersonal communication, intercultural communication, and organizational communication will be presented.

492C Proseminar in Speech Communication-Intercultural Communication (3)

Prerequisite: appropriate junior-level theoretical coursework. Current research topics in the concentration areas of persuasion and argumentation, interpersonal communication, intercultural communication, and organizational communication will be presented.

492D Proseminar in Speech Communication-Organizational Communication (3)

Prerequisite: appropriate junior-level theoretical coursework. Current research topics in the concentration areas of persuasion and argumentation, interpersonal communication, intercultural communication, and organizational communication will be presented.

496 Student-to-Student Tutorials (1-3)

Consult "Student-to-Student Tutorials" in this Catalog for more complete course description.

499 Independent Study (1-3)

Open to upper-division students in speech communication only with signed consent form from department chair.

500 Research in Speech Communication (3)

Prerequisites: Human Comm 300, 308, or equivalent; admission to M.A. program. Research design and methods used in historical, descriptive and experimental research in speech communication.

501 Seminar in Speech-Language Pathology (1)

Prerequisite: admission to the M.A. program in communicative disorders. Introduces students to requirements for the M.A. degree in communicative disorders, including requirement for demonstrating knowledge-based and skill-based competencies. Students start a portfolio for documentation of competencies and demonstrate a number of competencies within this course. Credit/no credit only. Course may be repeated three times for credit.

510 Seminar in Interpersonal and Relational Communication (3)

Prerequisites: Human Comm 324, 313 and 420. Theoretical and empirical examination of interpersonal and relational communication. Generation of theoretical frameworks and/or heuristic models of concepts and process under investigation.

520 Seminar in Group Communication (3)

Prerequisite: Human Comm 324. Small group communication theory. Small group variables, methods and outcomes, and group process as a learning tool.

522 Seminar in Intercultural Communication (3)

Prerequisite: Human Comm 320. Review of theory and methodology in intercultural communication research. Specific variables examined include attribution, values, communication competence, and acculturation/adaptation. Practice in completing original research in intercultural communication.

525 Seminar in Organizational Communication (3)

Prerequisites: Human Comm 324, 326, and 420. Theoretical postulates concerning managerial and organizational communication. Research findings and case studies relating to communication determinants and organizational effectiveness. Communicative relationships among individuals, the work unit and the organization.

535 Seminar in Argumentation and Persuasion (3)

Prerequisites: Human Comm 332, 334, or 335. Study of leading theories and empirical research on argumentation and persuasion. Strategies of effective advocacy and compliance-gaining are examined. Course content deals with both laboratory research and applied settings. Ethical issues related to argumentation and persuasion are examined.

536 Seminar in Communication and Rhetorical Theory (3)

Prerequisite: admission to the graduate program in speech communication. An analysis of rhetorical and communication theories. Comparisons and contrasts of the epistemological bases of empirical and humanistic inquiry.

542 Neurologic Bases of Speech and Language (3)

Prerequisite: admission to the graduate program in communicative disorders. Functional neuroanatomy as it relates to speech production and swallowing; the neuropsychologic bases of consciousness, attention, sensation, perception, memory, higher mental functions, and language with emphasis on those aspects most relevant to the speech-language pathologist.

543 Seminar in Dysphagia (3)

Prerequisites: Human Comm 542; admission to the graduate program in communicative disorders. Theory and clinical aspects of dysphagia. Includes physiology of normal swallow, etiologies of dysphagia, clinical and instrumental assessment, diagnosis, and management.

544 Seminar in Neurogenic Speech, Language and Cognitive Disorders (3)

Prerequisites: Human Comm 542; admission to the graduate program in communicative disorders. Theory and clinical aspects of neurogenic speech, language, and cognitive disorders; includes standardized and informal assessment, differential diagnosis, prognosis, and management, including evaluation of the validity of clinical practice guidelines through the analysis of published research.

554 Seminar in Multicultural Issues in Communicative Disorders (3)

Prerequisites: Human Comm 404 and admission to the graduate program in communicative disorders. Critical review of current theory and research on the clinical management of clients from culturally/linguistically diverse populations. Includes opportunities for practical applications of research through case study review and laboratory activities.

558A Clinical Practicum: Speech and Language Disorders in Adults (3)

Prerequisites: Human Comm 472, 474, 475, 476, admission to the graduate program in communicative disorders and approved Clinical Practicum Plan. Supervised experience in assessment and treatment of adults with speech and language disorders. Weekly individual and group conferences. Approximately 25-40 clinical clock hours. May be repeated for credit.

558B Clinical Practicum: Diagnosis in Communicative Disorders (2)

Prerequisites: Human Comm 476, admission to the graduate program in communicative disorders, and approved Clinical Practicum Plan. Supervised experience in assessment and diagnosis of speech and language disorders. Development of an understanding of procedures and process of clinical supervision. Approximately 10-20 clinical clock hours. May be repeated for credit.

558C Clinical Practicum: Communicative Disorders and Differences in Individuals from Diverse Backgrounds (3)

Prerequisites: Human Comm 404; 458 or 558A, admission to the graduate program in communicative disorders, and approved Clinical Practicum Plan. Supervised experience in assessment and treatment of clients from culturally/linguistically diverse populations. Between 10 and 20 clinical clock hours, depending on units. May be repeated for credit.

558D Clinical Practicum: Augmentative Communication and Instrumental Management in Communicative Disorders (2)

Prerequisites: Human Comm 458 or 558A, 576, or concurrent enrollment, admission to the graduate program in communicative disorders, and approved Clinical Practicum Plan. Practice using software programs and equipment for instrumental assessment and for augmentative and alternative communication. Approximately 5-20 clinical clock hours. May be repeated for credit.

559A Advanced Clinical Practicum: Communicative Disorders (3)

Prerequisites: Human Comm 458, 542, 558A; admission to the graduate program in communicative disorders; and approved Clinical Practicum Plan. Advanced clinical practice under supervision with children and/or adults. Off-campus program in hospitals, clinics, and other rehabilitation facilities. Approximately 150 clinical clock hours.

559B Advanced Clinical Practicum: Communicative Disorders (1-3)

Prerequisite: Human Comm 559A; admission to the graduate program in communicative disorders; and approved Clinical Practicum Plan. Advanced clinical practice, under supervision with children and/or adults. Off-campus program in hospitals, clinics, and other rehabilitation facilities. Approximately 50 clinical clock hours per unit. May be repeated for credit.

571 Seminar in Fluency Disorders (3)

Prerequisites: Human Comm 308, 475, or equivalent. Employs reading assignments, seminars, lectures, and case reviews to enable students to develop a framework for understanding the etiology and maintenance of stuttering and to develop their own approaches to assessment and treatment.

573 Seminar in Voice Disorders (3)

Prerequisites: Human Comm 472 and admission to the graduate program in communicative disorders. The course reviews the classification of voice disorders (perceptually); examines instrumental assessment of such disorders (acoustically); and emphasizes a comprehensive physiological, perceptual, and acoustic work-up of individual cases.

574 Seminar in Phonological Disorders (3)

Prerequisites: Human Comm 352 and admission to the graduate program in communicative disorders. Emphasis on developing critical thinking and analytical skills related to current issues in linguistic theories on the assessment and treatment of phonological disorders in children.

576 Seminar in Augmentative and Alternative Communication (3)

Prerequisites: admission to the graduate program in communicative disorders. Historical service delivery approaches; symbol sets and systems; assessment and management strategies for persons with severe physical and speech impairments; advocacy approaches for the disabled.

577 Seminar in Child Language Disorders (3)

Prerequisites: Human Comm 352 and admission to the graduate program in communicative disorders. Principles of language assessment and intervention based upon psycho-linguistic theory and current research on language disordered children. Emphasis placed on the development of critical thinking and analytical skills related to the assessment and treatment of language disorders in children.

595 Pedagogy in Communication Studies (3)

Prerequisites: admission into master's program in Speech Communication or instructor consent. Pedagogical research, theory and practice in communication studies. Practice in use and evaluation of instructional strategies. Topics covered are relevant to teach associations for Human Comm 100 and Human Comm 102.

597 Directed Graduate Research (3)

Prerequisite: Human Comm 500. Individual research study, under the supervision of the chair of the student's advisory committee.

598A Thesis (2)

Prerequisite: Human Comm 500. The selection, investigation and written presentation of a selected problem in the field of speech.

598B Thesis (2)

Prerequisite: Human Comm 500. The selection, investigation and written presentation of a selected problem in the field of speech.

598C Thesis (2)

Prerequisite: Human Comm 500. The selection, investigation and written presentation of a selected problem in the field of speech.

599 Independent Graduate Research (1-3)

Open to graduate students only with signed consent form from department chair. May be repeated for credit.



Human Services

College of Health and Human Development

INTRODUCTION

The Bachelor of Science in Human Services is a carefully articulated program providing both the academic and experiential background for the student seeking a career working with people in the varied and expanding field of human services. An application-oriented major, it is based on a synthesis of knowledge from several social sciences, together with methodologies of intervention at the individual, group and community levels. Human services graduates are educated to respond in an informed way to identifiable human service needs in a variety of settings. The program's orientation and its synthesis of knowledge from many background disciplines, as well as its focus on the development of specific methods and practical skills to apply this knowledge, give it a unique perspective.

The Human Services major is structured around four interrelated components: theoretical foundations/intervention strategies; client population/cultural diversity; research/evaluation; and skill development/field experience.

About half of the graduates of the Human Services program go on to graduate programs, typically in social work, counseling, psychology, public administration, or education. A human services professional may provide direct services to clients, supervise personnel, administer programs and develop policies, and/or deliver support services to professional staff. Sample career options for Human Services graduates include adoption counselor, AIDS services case manager, child protective service worker, client advocate, community educator, elementary school teacher, geriatric caseworker, human services agency administrator, parent educator, policy analyst, probation officer, social service employee, and youth counselor.

BACHELOR OF SCIENCE IN HUMAN SERVICES

The Bachelor of Science in Human Services requires a minimum of 120 units which includes courses for the major, General Education, all university requirements, and free electives. The requirements for the major consist of 54 units. The required core curriculum consists of 36 units (in the above four areas), plus 18 units of adviser-approved courses related to one's anticipated professional specialization.

Majors must achieve a grade of "C" (2.0) or better in all courses included in the core curriculum and in the advisement track. It is the student's responsibility to consult an adviser on the human services faculty at least once during each of her/his first two semesters on campus to develop a study plan identifying courses for the advisement track.

Community College Transfer Students

Community college transfer students may apply a maximum of 12 units of course work in human services and related fields towards the total of 54 units. Transfer of any units must be approved by the student's adviser and the department adviser. For transfer students with a certificate in Substance Abuse, Domestic Violence or Gerontology, up to 18 units of course work in human services may be applied to the total of 54 units.

Teaching Credential Students

The Human Services degree may be effectively combined with subject matter studies necessary for the multiple subject teaching credentials (K-8). One of the admission requirements for the multiple subject credential program is to establish subject matter competency by passing the Multiple Subject CSET. Students are encouraged to work with the Center for Careers in Teaching (CCT) (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, major and electives. The CCT website (www.fullerton.edu/cct) provides detailed information about the CSET and other credential admission requirements.

DEPARTMENT CHAIR

Mikyong Kim-Goh

DEPARTMENT OFFICE

Education Classroom 105

DEPARTMENT WEBSITE

http://hdcs.fullerton.edu/husr/

PROGRAMS OFFERED

Bachelor of Science in Human Services

Minor in Human Services

FACULTY

John Doyle, Mikel Hogan, Kristi Kanel, Mikyong Kim-Goh, Susan Larsen, Trent Nguyen, Carl Renold, J. Michael Russell

Required Core Curriculum (36 units)

Theoretical Foundation/Intervention (9 units)

Human Services 201 Introduction to Human Services (3)

Human Services/Counseling 380 Theories and Techniques of Counseling (3)

Human Services 310 Case Management (3)

OR Sociology 305 Techniques of Social Welfare (3)

Client Populations/Cultural Diversity (9 units)

Afro/Human Services 311 Intracultural Socialization Patterns (3)

Child/Adolescent Studies 312 Human Growth and Development (3)

OR Psychology 361 Developmental Psychology (3)

Psychology 341 Abnormal Psychology (3)

OR Sociology 351 Sociology of the Family (3)

Research/Evaluation (9 units)

Human Services 315 Research and Data Management in Human Services (3)

Human Services 385 Program Design and Proposal Writing (3)

Human Services 470 Evaluation of Human Services Programs (3)

Skills Development/Field Experience (9 units)

Human Services 396 Practicum Seminar (2) and Human Services 396L Practicum (1)

Human Services 495 Fieldwork Seminar (2) and Human Services 495L Fieldwork (1)

Human Services 496 Internship Seminar (2) and Human Services 496L Internship (1-3)



Note: The practicum/ fieldwork/ internship courses (Human Services 396 and 396L, 495 and 495L, and 496 and 496L) must be taken in sequence. Only one fieldwork course may be taken in a given semester.

Required Advisement Track (18 units)

In addition to the 36-unit core, the human services degree program requires each student to select, in consultation with an adviser, an 18-unit advisement track in the area of her/his anticipated professional specialization. Advisement tracks include:

1. Mental Health Track (with emphasis in either counseling or social work) – Prepares students for entry-level career options such as adoption counselor, client advocate, social service employee, youth counselor, and parent educator, and for graduate work in counseling, social work, clinical psychology, or marriage and family therapy;
2. Community Agency and Organizational Practice Track – Designed for students wishing to pursue careers and/or graduate study in human services agency administration, community organization, social policy and planning;
3. Gerontology Track – Developed for students interested in working with the elderly population as a geriatric caseworker or client advocate;
4. Substance Abuse Treatment and Prevention Track – Designed for students who are interested in careers such as drug and alcohol counselor and rehabilitation case manager. Once students complete a Bachelor's Degree in Human Services with this track, they are eligible to take the California Association for Alcohol/Drug Educators Certification Exam.
5. Elementary Education Track – Designed for students who are interested in pursuing an elementary teaching career;
6. Persons with Disabilities Track – Developed for students interested in working with physically and/or developmentally disabled population in human services or educational settings.
7. Individualized Advisement Track - Students may develop their own track in consultation with the Human Services Department Faculty Adviser.

Note: Human Services 300, Character and Conflict, is required in the mental health advisement track and should be taken early in the program.

Second Language Graduation Requirement

Students in the Bachelor of Science in Human Services program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN HUMAN SERVICES

The minor in Human Services, consisting of 21 units, may be of interest to students preparing for careers in the helping professions, as well as students with a personal interest in this field. The minor provides a structured selection of courses offered by the program which can complement other majors and minors by providing practical applications of theory, foundations, self-exploration and supervised fieldwork in a human services setting. Only courses listed in the articulation agreement may be transferred from community colleges.

Required Foundation Courses: 9 units

Human Services 201 Introduction to Human Services (3)

Human Services 311 Intracultural Socialization Patterns (3)

Human Services 380 Theories and Techniques of Counseling (3)

Electives: select 3-9 units from the following

Human Services 300 Character and Conflict (3)

Human Services 310 Case Management (3)

Human Services 385 Program Design and Proposal Writing (3)

Human Services 400 Ethical and Professional Issues in Human Services (3)

Human Services 410 Crisis Intervention for Para-Professionals (3)

Human Services 411 Human Services Delivery to Communities (3)

Human Services 412 Gerontology in Human Services (3)

Human Services 415 Treatment Issues in Drug Addiction (3)

Human Services 416 Group Process and Membership (1)

Human Services 420 Human Services Management (3)

Human Services 425T Contemporary Issues in the Human Services (3)

Human Services 430 Child Abuse and the Human Services (3)

Human Services 434 Physiological Effects of Alcohol and Other Drugs (3)

Human Services 435 Alcohol and Other Drugs: Prevention and Education (3)

Human Services 436 Delivery of Substance Abuse Treatment (3)

Human Services 450 Theory and Practice of Group Counseling (3)

Human Services 470 Evaluation of Human Services Programs (3)

Human Services 475 Human Services Policy and Practice (3)

Human Services 480 Case Analysis and Intervention Techniques (3)

Fieldwork: select 3-9 units from the following

Human Services 396/396L Practicum Seminar (2) and Practicum (1)

Human Services 495/495L Fieldwork Seminar (2) and Fieldwork (1)

Human Services 490 Practicum in Group Leadership (3)

Human Services 496/496L Internship Seminar (2) and Internship (1-3)

Equivalent practicum/internship course from a related University department.

HUMAN SERVICES COURSES

Courses are designated as HUSR in the class schedule.

196 Student-to-Student Tutorial (1-3)

Prerequisite: approval of Department Chair. Students gain tutoring experience with peers needing special assistance on a one-to-one basis or in small group settings. 1-3 units, credit/no credit only, does not count toward the Human Services major/minor or G.E. requirement.

201 Introduction to Human Services (3)

The origin and scope of human services including theoretical frameworks, the functions and activities of human services organizations, and the roles and related skills of human services workers.

300 Character and Conflict (3)

Prerequisite: consent of instructor at first class meeting. An experiential, theme-oriented class exploring life choices in the struggle for personal autonomy. Themes include: body image, sex roles, love, sexuality, intimacy, marriage, loneliness, death, meaning and values. Credit/No Credit only.

310 Case Management (3)

Prerequisite: Human Services 201. This course examines the principles and critical issues in case management, along with the various models of service delivery. Special attention will be given to the diverse populations utilizing case management systems. Collaborative and interagency services will be examined.

311 Intracultural Socialization Patterns (3)

(Same as Afro Ethnic Studies 311)

315 Research and Data Management in Human Services (3)

Prerequisites: Completion of General Education category III.A.1. and Human Services 201. An overview of basic research and assessment skills appropriate to the delivery of human services. This course focuses on introductory skills relating to library search techniques, evaluation of research articles, computer based data analysis, tracking of client progress and implications for human services.

318 Human Services for Immigrants and Refugees (3)

Prerequisite: Human Services 201 or equivalent or 311. This course provides an overview of U.S. immigration policy for newcomers, examines stressors and cultural influences on coping behaviors, and explores culturally sensitive models of human service delivery with an emphasis on Southeast Asian, Latino, and Soviet immigrants and refugees.

350 Leadership Skills and Personal Development (3)

Prerequisite: completion of General Education Categories I.A, I.B, and III.C.1. Investigation of leadership concepts and skills, including psychological process, conflict resolution, counseling and human service skills. Course will help students become aware of their personal leadership styles; maintaining vitality through physical and mental health will be stressed. (Same as Counseling 350)

380 Theories and Techniques of Counseling (3)

Prerequisites: junior/senior standing or consent of instructor and completion of General Education Category III.C.1. Survey of contemporary theories and techniques of counseling. The counseling process, comparison of various theoretical approaches, introduction to professional and ethical issues. (Same as Counseling 380)

385 Program Design and Proposal Writing (3)

Prerequisites: Human Services 315 or an elementary social science statistics course, Human Services 396 and 396L. Techniques of program design, budgeting and staffing of human service programs; proposal writing and fund development methods; survey of needs assessment procedures.

396 Practicum Seminar (2)

Prerequisite: Human Services 201 or equivalent and Human Services 380 or 310. Corequisite: Human Services 396L. Functions and structure of human services agencies; interrelationships with community services; the role of the human services worker; ethical, legal and professional issues.

396L Practicum (1)

Prerequisites: Human Services 201 or equivalent and Human Services 310 or 380. Corequisite: Human Services 396. Field placement in one or more human service agencies for a minimum of eight hours per week. Credit/No Credit only.

400 Ethical and Professional Issues in Human Services (3)

Prerequisites: Human Services 201 or 380; or Philosophy 310. A survey of ethical, legal and professional issues facing the human services worker. Designed to teach a process of ethical decision-making and to increase awareness of the complexities in practice. (Same as Philosophy 400)

410 Crisis Intervention for Para-Professionals (3)

Prerequisite: Human Services 380. Examines the theories and techniques of short-term intervention and subsequent referral procedures. Topics include suicide, battering, AIDS, rape, death, dying and human-induced disasters in the community.

411 Human Services Delivery to Communities (3)

Prerequisite: Afro/Human Services 311. This course provides a framework for identifying the human service needs of varied community groups and focuses on the utilization of this knowledge about those groups in order to develop effective service delivery strategies.

412 Gerontology in Human Services (3)

Prerequisite: Human Services 201 or equivalent. An overview of gerontology and human services practice and policy focusing on historical developments and content of key social, legislative and governmental programs designed for older adults, including the Social Security Act, Older Americans Act, and Medicare.

415 Treatment Issues in Drug Addiction (3)

Prerequisite: Human Services 380. A survey which examines the treatment issues and theoretical models involved in the treatment of drug dependencies. Emphasis is on the specific effects of different drug classifications; understanding drug cultures; women, children and elderly addiction; co-dependency and enabling.

416 Group Process and Membership (1)

Prerequisites: Human Services 300 and 380. A didactic and experiential overview of stages of group development, impact of members on group identity, group member and leader issues. Survey of various counseling groups. May be repeated for credit. Credit/No Credit only.

420 Human Services Management (3)

Prerequisite: Human Services 385. Issues in administration and management of human services in community agencies. Topics include assessing client needs, designing human service delivery systems, program budgeting, marketing strategies, accountability, and improving program management.

425T Contemporary Issues in the Human Services (3)

Prerequisite: Human Services 201 or equivalent. Systematic study and theory, research findings and intervention strategies related to contemporary issues faced by paraprofessional human service workers. May be repeated for credit under different topic.

430 Child Abuse and the Human Services (3)

Prerequisite: Human Services 201 or equivalent. Introduction to types and symptoms of abuse, assessment techniques, legal and ethical issues, family dynamics pertaining to children, adolescents, and adults abused as children. Special topics include networking and referral, utilizing community resources and prevention.

434 Physiological Effects of Alcohol and Other Drugs (3)

Prerequisite: Health Science 321 or equivalent. This course provides an examination of the pharmacological actions of drugs of abuse and how these relate to the physiological, psychological and behavioral effects of such drugs. The properties of recreational, "street" drugs and of prescription drugs that lead to abuse and/or dependence are covered.

435 Alcohol and Other Drugs: Prevention and Education (3)

Prerequisite: Human Services 434. This course reviews history, theories, and models in the drug prevention field. Theoretical foundations and conceptual frameworks that have been used in the field will be presented. Major research and evaluation outcomes on the effectiveness of prevention strategies are examined.

436 Delivery of Substance Abuse Treatment (3)

Prerequisites: Health Science 321 and Human Services 415. This course is designed to explore and apply methods of assisting significant others, organizations and communities to understand, treat and prevent substance abuse and dependence. The student will develop practice strategies which will prepare them to deliver services at the micro, meso, and macro levels.

450 Theory and Practice of Group Counseling (3)

Prerequisites: Human Services 300, 380 and consent of instructor. A critical evaluation of ten contemporary theoretical approaches to group counseling as well as issues in group work. Emphasis is upon applying theories and techniques to actual group situations.

470 Evaluation of Human Services Programs (3)

Prerequisites: Human Services 385. Making program objectives measurable; determining appropriate methodology and techniques to evaluate effectiveness, efficiency and process variables; practical problems of program evaluation.

475 Human Services Policy and Practice (3)

Prerequisites: advanced standing, Human Services 385. Explores the relationship between policy and practice. Emphasis is on the problem of inequities and inequalities in the distribution of resources through social policies and social welfare programs. Particular attention is paid to how policy impacts service delivery to disenfranchised groups.

480 Case Analysis and Intervention Techniques (3)

Prerequisites: Human Services 380, 396 and 396L. Psychodynamic principles of evaluation, diagnosis and intervention; techniques of counseling appropriate to diverse populations; application of a psychoanalytic perspective to the diagnostic categories of the DSM-IV.

490 Practicum in Group Leadership (3)

Prerequisites: Human Services 300, 380 and consent of instructor. Supervised experience as a group leader. Approaches and techniques of group leadership. May be used as a substitute for 496/496L. Coordinator approval needed for substitution for 496/ 496L. May be repeated once for credit.

495 Fieldwork Seminar (2)

Prerequisites: Human Services 396 and 396L. Corequisite: Human Services 495L. Classroom analysis of agency experience focusing on skills and techniques of human service workers and organizational analysis.

495L Fieldwork (1)

Prerequisites: Human Services 396 and 396L. Corequisite: Human Services 495. Supervised fieldwork in one or more human service agencies for a minimum of eight hours per week. Credit/No Credit only.

496 Internship Seminar (2)

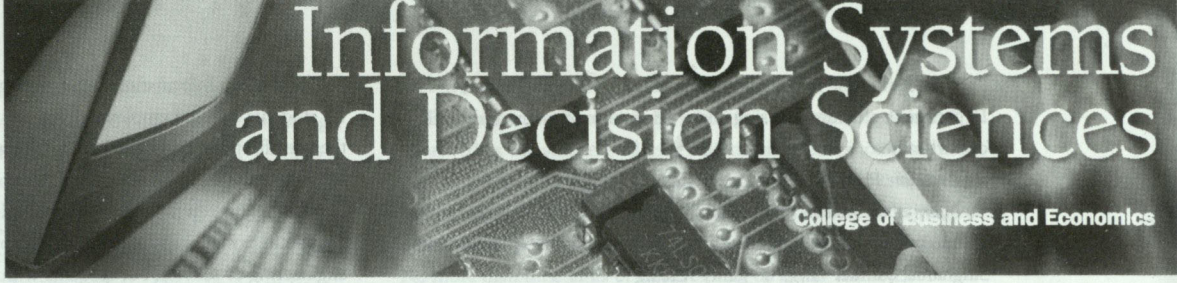
Prerequisites: Human Services 495 and 495L; or Human Services 490 when taken in lieu of 495 and 495L; and at least two courses in approved specialization. Corequisite: Human Services 496L. Supervised internship in a community service agency in area of specialization. Seminar consists of group supervision and discussion of cases. Credit/No Credit only.

496L Internship (1-3)

Prerequisite: Human Services 495 and 495L; or Human Services 490 when taken in lieu of 495 and 495L. Corequisite: Human Services 496. Each unit of credit requires 120 hours of supervised internship experience in one or more human service agencies in one semester, or eight hours weekly for each unit of credit. Credit/No Credit only.

499 Independent Study (1-3)

Prerequisites: approval of coordinator, consent of instructor, upper-division status. Individual research project, either library or field, under the direction of a faculty member. May be repeated for credit. Only three units per semester.



Information Systems and Decision Sciences

College of Business and Economics

INTRODUCTION

The Information Systems and Decision Sciences Department offers courses in Information Systems, Management Science, Statistics and Logistics.

Information systems are computer based systems that aid management in making decisions and assist in implementing and controlling management policies. Information systems are used in business, industry and government operations. Applications include airline reservations, banking transactions, crime prevention networks, election returns, real estate assessment, tax records, newspaper databases, sports statistics, and computer assisted learning.

Information systems incorporate the use of data processing equipment, such as computers and their peripherals. Computer software is used to create, maintain and retrieve information. Techniques include mathematical modeling and statistics, integrated with modern computer technology. These methods are applied to systems management, programming design, analysis of information flow, decision support, database organization, small business problems, data communication networking, and distributed processing.

Management Science (also known as Operations Research) is the application of the scientific method to decision-making in business and government. In practice, nearly all management science problems involve solutions using computers. Operations research uses mathematical and simulation models to provide decision-makers with quantitative information pertaining to complex business situations. Statistics assists decision-makers by using techniques designed to draw inferences from experimental and sampling data.

Situations that require operations research techniques arise in all areas of business: accounting, finance, production, marketing, and research and development. Among the problems addressed by operations research techniques are the determination of inventory strategies, the allocation of scarce resources and the design of service systems. Others include bidding in competitive environments, selection of equipment replacement strategies and scheduling the completion of large projects.

The statistician is often involved in activities such as sales forecasting, quality control and financial analysis. Statistics is also concerned with model building and the design of experiments dealing with product testing, surveys and sampling.

Logistics is concerned with the movement of materials and finished goods. It encompasses such areas as inventory control, transportation, purchasing, warehouse management, and information support systems. Logistical control is an important component of the success of most manufacturing and service enterprises. It is also used extensively in complex organizations such as airline companies and the military.

DEPARTMENT CHAIR

Barry A. Pasternack

DEPARTMENT OFFICE

Langsdorf Hall 540

DEPARTMENT WEBSITE

www.business.fullerton.edu/isds/

PROGRAMS OFFERED

- Bachelor of Arts in Business Administration
  - Concentration in Information Systems
  - Concentration in Management Science
- Minor in Information Systems
- Master of Business Administration
  - Concentration in Information Systems
  - Concentration in Management Science
- Master of Science in Information Systems
  - Concentration in E-Commerce
  - Concentration in Decision Sciences
- Master of Science in Information Technology

FACULTY

Rahul Bhaskar, Shu-Jen Chen, Zvi Drezner, Nicholas Farnum, Zvi Goldstein, Seyed Hanizavareh, Bhushan Kapoor, Mabel Kung, Bharat Lakhanpal, William Lau, John Lawrence, George Marcoulides, Do Le Minh, Yong-Tae Park, Barry Pasternack, Sorel Reisman, Joseph Sherif, Sohan Sihota, Ram Singhania, Ronald Suich, Samuel Yang, Yi "Jenny" Zhang

ADVISERS

The Business Advising Center, Langsdorf Hall 731, provides information on admissions, curriculum and graduation requirements; registration and grading procedures; residence and similar academic matters.

In addition, the Information Systems and Decision Sciences Department provides advising about curriculum content and career opportunities:

Graduate Program: Barry Pasternack

Information Systems: Rahul Bhaskar, Bhushan Kapoor, Mabel Kung, Bharat Lakhanpal, Yong-Tae Park, Sorel Reisman, Joseph Sherif, Ram Singhania, Samuel Yang, Yi "Jenny" Zhang

Operations Research: Shu-Jen Chen, Zvi Drezner, Zvi Goldstein, Seyed Hanizavareh, William Lau, John Lawrence, Do Le Minh, Barry Pasternack, Joseph Sherif

Statistics: Nicholas Farnum, George Marcoulides, Sohan Sihota, Ronald Suich

Logistics Management: Zvi Drezner, Zvi Goldstein, Barry Pasternack, Joseph Sherif

CREDENTIAL INFORMATION

For students interested in a teaching credential, the Department of Information Systems and Decision Sciences offers courses which may be included in the Subject Matter Preparation Program for the Single Subject Teaching Credential.

Further information on the requirements for teaching credentials is found in the Teaching Credential Programs section of this catalog and is also available from the Department of Secondary Education. Students interested in exploring careers in teaching at the elementary or secondary school levels should contact the Office of Admission to Teacher Education, Education Classroom 207.

AWARDS IN MANAGEMENT SCIENCE/INFORMATION SYSTEMS

David S. Stoller Outstanding Management Science Undergraduate Award

Dr. Wen Chow Outstanding ISDS Undergraduate Award

Klein Family Excellence Award for ISDS 361B

Outstanding Management Information Systems Undergraduate Award

Outstanding Management Science Graduate Student Award

Russell Utterberg Memorial Scholarship

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION
MINOR IN INFORMATION SYSTEMS
MASTER OF BUSINESS ADMINISTRATION

For information on the minor in Information Systems, as well as the Information Systems and Management Science concentrations within the B.A. and MBA, please refer to the "Business Administration" programs section of this catalog.

MASTER OF SCIENCE IN INFORMATION SYSTEMS

The Master of Science in Information Systems program provides the conceptual understanding and technical competence for careers in information systems, E-commerce, statistics, operations research and logistics. Emphasis is placed on the use of scientific method to allocate resources so as to maximize profit or minimize cost. Concentrations include E-commerce and decision sciences. These techniques are widely used in both private business and public enterprise. Employment opportunities include positions such as management analyst, data processing manager, statistician, forecaster, and logistical support manager.

The M.S. in Information Systems program is scheduled especially for students who are employed full time. Courses are offered during the late afternoon and evening. The program may also be taken on a full-time basis, as some courses are also offered during the daytime.

The curriculum should appeal to students with undergraduate degrees in business administration, computer science, mathematics, engineering or science. For students with an undergraduate degree in business administration, the 10-course (30-unit) curriculum may be completed in 1 1/2 years (full-time) or 2 1/2 years (part time). The curriculum includes information systems applications, electives, and a capstone course, which includes a terminal project. Students with a bachelor's degree in a field other than business administration must first complete the M.B.A. Foundation Courses (30 units) or equivalent undergraduate courses.

Cal State Fullerton is the only university in Orange County accredited by the AACSB International at both the undergraduate and graduate level for both accounting and business administration. This assures a rigorous program, a well-qualified faculty, high standards for students, and access to an extensive library system. The qualifications of the M.S. in Information Systems faculty include advanced degrees in information systems, operations research, statistics and applied mathematics; extensive computer experience; and practical experience in business, industry and government.

Most graduate courses in the College of Business Administration and Economics require "classified CBE status" and are open only to students with classified standing in the M.S. in Information Systems, M.S. in Taxation, M.A. in Economics, M.B.A. or M.S. in Accountancy programs.

ADMISSION REQUIREMENTS

Admission is competitive. Applicants will be evaluated based on the following:

1. Acceptable bachelor's degree from an appropriately accredited institution.
2. Minimum grade point average of at least 2.5 in the last 60 semester units attempted and in good standing at the last college attended.
3. Satisfactory score on the Graduate Management Admission Test (GMAT). Students must score in the top 50 percent on the verbal, quantitative and analytical writing areas.
4. A bachelor's degree with a major in business administration equivalent to the degree as offered at CSUF with at least an overall cumulative grade point average of 3.0 (B). The degree must include calculus and software applications equivalent to passing Mathematics 135, Business Calculus, and ISDS 265, Introduction to Computing and Application Software, with grades of at least "C" (2.0). Courses in the major that are more than seven years old must be evaluated/validated for currency. Courses with grades lower than "C" (2.0) must be repeated.

Applicants with a bachelor's degree in a field other than business administration may be considered but will be required to complete Mathematics 135, Business Calculus, and ISDS 265, Introduction to Computing and Application Software, with grades of at least "C" (2.0); and also the Foundation Courses within the curriculum of the Master of Business Administration (30 units including Accounting 510; Business Admin 590; Econ 515; Finance 517; and Management 515,

516, 518; ISDS 513, 514; and Marketing 519). The MBA Foundation Courses must be completed with at least a 3.0 (B) grade point average; all Foundation Courses must be completed with a grade of "C" (2.0) or better.

5. For international students, a score of 570 on the paper exam or 230 on the computer-based TOEFL is required. A student scoring between 550 and 570 may be admitted conditionally depending upon an evaluation of the entire application file. The student may be required to complete a department-approved course(s).
6. Recommendation from the MSIS Admission Committee based upon a review of the above requirements, the students' "Statement of Purpose," and prior work experience.

APPLICATION DEADLINES

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines.



However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

CURRICULUM

The M.S. in Information Systems curriculum requires 30 semester units of course work beyond the baccalaureate degree. At least 21 of the 30 units required for the degree must be at the graduate level. In lieu of the information systems study plan, students may choose a concentration in either E-commerce or Decision Sciences.

A 3.0 (B) GPA is required in study plan courses and all applicable course work. Any study plan course with a grade lower than "C" (2.0) must be repeated with at least a "C" (2.0) grade.

INFORMATION SYSTEMS STUDY PLAN

It is recommended that students selecting the Information Systems curriculum take ISDS 309 prior to beginning the program.

Required Core Courses (12 units)

ISDS 550 Business Data Communications (3)

ISDS 551 Information Resources Management (3)

ISDS 552 Systems Analysis, Design and Development (3)

ISDS 555 Business Databases: Design and Processing (3)

Electives (15 units)

Five courses (15 units) to be selected in consultation with and approved by the student's adviser. Additional electives to those below may be available. Students should contact the department office for a current listing. Note that students who do not have an undergraduate degree in Information Systems must take ISDS 411 as an elective. No more than nine units of electives may be at the 400 level.

ISDS 411 Microcomputer Business Application Design (3)

ISDS 413 Business Programming Applications for Enterprise Resource Planning Systems (3)

ISDS 415 Decision Support and Expert Systems (3)

ISDS 418 Privacy and Security (3)

ISDS 431 Enterprise Systems Implementation, Configuration and Use (3)

ISDS 433 Enterprise Systems Administration (3)

ISDS 435 Integrated Enterprise Information Systems (3)

ISDS 437 Enterprise Networks for Information Systems (3)

ISDS 474 Data Mining (3)

ISDS 553 Electronic Commerce: Analysis and Evaluation (3)

ISDS 554 E-Commerce: Technological Perspective (3)

ISDS 556 Data Warehousing & Data Management (3)

ISDS 557 Issues in Business Information Systems and Global Telecommunications (3)

ISDS 558 Advanced Software Development with Web Applications (3)

ISDS 563 Geographic Information Systems for Business (3)

ISDS 565 Wireless Information Systems (3)

ISDS 568 Information Systems for Knowledge Management (3)

ISDS 576 Business Modeling and Simulation (3)

Students may use one applied management science course and one applied business course as electives. The applied management course may be selected from the following:

ISDS 526 Forecasting, Decision Analysis and Experimental Design (3)

ISDS 560 Advanced Deterministic Models (3)

ISDS 561 Advanced Probabilistic Models (3)

The applied business course elected may be selected from the following:

Accounting 511 Seminar in Managerial Accounting (3)

Economics 502 Advanced Microeconomic Analysis (3)

Finance 523 Seminar in Corporate Financial Management (3)

Management 444 Project Management (3)

Marketing 525 Seminar in Marketing Problems (3)

Terminal Evaluation (3 units)

ISDS 577 Seminar in Information Systems Implementation (3)

Students must complete the individual project in ISDS 577 with a grade of "B" (3.0) or better. In exceptional cases, a thesis (Business Admin 598) may serve as an option to the individual written project. See the departmental graduate adviser for details.

E-COMMERCE CONCENTRATION

The E-Commerce concentration is designed to provide students with the technical skills in information technology as applied to the Internet and E-Commerce. Additionally, the program includes courses in small business management/entrepreneurship, marketing, and logistics, as this knowledge base is essential for an individual who would like to create an E-commerce operation. Background prerequisites for this concentration are the following courses or equivalent: ISDS 309 and 371. Students pursuing this concentration take the 12-unit required information systems core courses substituting ISDS 516 for ISDS 551, the ISDS 577 capstone course, and the following 15 units of required electives:

ISDS 553 Electronic Commerce: Analysis and Evaluation (3)

ISDS 554 E-Commerce: Technological Perspective (3)

ISDS 558 Advanced Software Development with Web Applications (3)

Management 581 Entrepreneurship and New Ventures (3)

Marketing 455 Strategic Internet Marketing (3)

DECISION SCIENCES CONCENTRATION

Required Courses (9 units)

ISDS 415 Decision Support and Expert Systems (3)

ISDS 526 Forecasting, Decision Analysis and Experimental Design (3)

ISDS 560 Advanced Deterministic Models (3)

OR ISDS 561 Advanced Probabilistic Models (3)

Statistics Course (3 units minimum)

One or more of the following:

ISDS 422 Surveys and Sampling Design and Applications (3)

ISDS 461 Statistical Theory for Management Science (3)

ISDS 467 Statistical Quality Control (3)

ISDS 472 Design of Experiments (3)

ISDS 473 Applied Business Forecasting (3)

ISDS 474 Data Mining (3)

ISDS 475 Multivariate Analysis (3)

ISDS Electives (15 units maximum)

ISDS Electives

ISDS 465 Linear Programming in Management Science (3)

ISDS 490 Queing and Stochastic Models in Management Science (3)

ISDS 516 Introduction to Logistics Analysis Techniques (3)

ISDS 551 Information Resources Management (3)

ISDS 552 Systems Analysis, Design and Development (3)

ISDS 553 Electronic Commerce: Analysis and Evaluation (3)

ISDS 555 Business Databases: Design and Processing (3)

ISDS 560 Advanced Deterministic Models (3)

OR ISDS 561 Advanced Probabilistic Models (3)

ISDS 563 Geographic Information Systems for Business (3)

Electives Outside ISDS (6 units maximum)

Accounting 511 Seminar in Managerial Accounting (3)

Economics 502 Advanced Microeconomic Analysis (3)

Finance 523 Seminar in Corporate Financial Management (3)

Management 524 Seminar in Organizational Behavior and Administration (3)

Management 535 Production and Operations Management (3)

Marketing 525 Seminar in Marketing Problems (3)

Terminal Evaluation (3 units)

ISDS 576 Business Modeling and Simulation (3)

Students must complete the individual project in ISDS 576 with a grade of "B" (3.0) or better. In exceptional cases, a thesis (Business Admin 598) may serve as an option to the individual written project. See department graduate adviser for details.

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY

The Master of Science in Information Technology is designed to afford a quality graduate education in a growing technological field to individuals who may not be able to get to campus to take classes in a traditional format. The objective of the program is to serve the needs of those working in the field of information technology who wish to advance their managerial and technical skills in areas critical for success, as well as for those individuals who have suitable business experience and wish to enter the filed of information technology.

Subject areas required by the program are programming, accounting, data communications, management of an IT organization, systems analysis and design, e-commerce, and database development. Students who graduate from the program will be able to understand and develop code for computer programs, prepare and analyze financial statements and management reports, have the ability to assess how data is communicated, both in local and wide area networks, implement managerial concepts associated with good leadership, implement the managerial and technical aspects of e-commerce, be able to design an information system, and be able to set up a database system.

ADMISSION REQUIREMENTS

Applicants will be evaluated based on the following:

1. Acceptable bachelor's degree from an appropriately accredited institution.
2. Minimum grade-point average of at least 2.5 in the last 60 semester units attempted and in good standing at the last college attended.
3. Minimum of 2 years practical experience in a functional area of business.
4. Minimum average score of 530 on the GRE or a total scaled score of 530 on the GMAT.
5. Submission of a written self-assessment explaining why they believe they would be a good candidate for the program.
6. Successful passage of a phone or face to face interview designed to assess their level of technology knowledge, skills, and abilities to be an online learner.
7. Proficiency in office productivity tools using a Personal Computer and knowledge and experience in utilizing Internet-based systems.
8. For international students, a score of 570 on the paper exam or 230 on the computer based TOEFL is required.

APPLICATION DEADLINES

The deadline for completing an online application is March 1st for the following fall semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadline. However, the deadline may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

CURRICULUM

The MS in Information Technology curriculum requires 30-33 semester units of course work beyond the baccalaureate degree. Each student is required to attend and successfully complete an on-campus orientation session for new students and maintain a GPA of 3.0. If circumstances force a student to fall out of the original cohort schedule, the student will be permitted to continue in the program, but will default to the next cohort cycle, provided the student remains in good academic standing.

INFORMATION TECHNOLOGY STUDY PLAN

Required Courses (21 units)

Accounting 509 Financial and Managerial Accounting (3)

ISDS 405 Programming Concepts for Information Technology (3)

ISDS 550 Business Data Communications (3)

ISDS 551 Information Resource Management (3)

ISDS 552 Systems Analysis, Design and Development (3)

ISDS 553 Electronic Commerce: Design and Processing (3)

ISDS 555 Business Databases: Design and Processing (3)

Elective Courses (6 units)

Accounting 507 Seminar in Accounting Information Systems (3)

ISDS 435 Integrated Enterprise Information Systems (3)

ISDS 518 Quantitative Tools for Information Technology Management (3)

ISDS 554 E-Commerce: Technological Perspectives (3)

ISDS 556 Data Warehousing and Data Management (3)

ISDS 558 Advanced Software Development with Web Applications (3)

Required Capstone Course (3 units)

ISDS 577 Seminar in Information Systems Implementation (3)

INFORMATION SYSTEMS AND DECISION SCIENCES COURSES

Courses are designated as ISDS in the class schedule.

102 Introduction to Information and Multimedia Technology (2)

This hands-on course covers information resources and multimedia tools available to students at CSUF. Topics include: e-mail, the World Wide Web, Internet search engines, computerized library resources, and developing electronic presentations using software such as Power Point. (Same as Comp Sci 102).

161 Discovering Business through Decision Science (1)

The students will investigate how businesses operate through tours of a number of manufacturing and service facilities. The emphasis will be on how businesses use quantitative analysis to improve operations.

162 Introduction to Excel Spreadsheets (1)

Introduction to the Excel spreadsheet with emphasis on business applications. Topics include how to enter data, formulas, functions, and enhancing the worksheet to create graphs and databases. Students who take ISDS 265 can not receive credit for ISDS 162.

163 Electronic Research of Business Enterprises (1)

Students will learn how to utilize electronic and non-electronic resources to research the history of a business. The resulting history will be published on the World Wide Web.

165 Navigating the Information Superhighway (1)

This hands-on course is a survey of information resources available through the Internet. Students will cover topics such as e-mail, the World Wide Web, Internet search engines, and computerized library resources.

166 Developing Computer Based Presentations (1)

This course introduces the concepts, principles and techniques for developing computer based presentations. Students will learn to create presentation outlines, use masters and templates, work with graphs and organization charts, and develop electronic slides and transparencies.

167 Practical Approach to Database Systems (1)

This course presents hands-on methods to plan, create, and maintain databases. Students also learn to create customized forms and queries, as well as to develop professional looking reports. Students who take ISDS 265 cannot receive credit for ISDS 167.

168 Mastering the World Wide Web (1)

This course covers how the World Wide Web works and how one can set up a website and author web pages. Topics include: web browsers, design of a website, HTML, multimedia, interactive techniques, CGI, security, and site promotion.

262 Visual Basic for Excel (1)

Prerequisite: ISDS 162 or equivalent. Introduction to the Visual Basic programming language that is a subset of the Excel spreadsheet. Students who take ISDS 265 cannot receive credit for ISDS 262.

265 Introduction to Information Systems and Applications (3)

Introduction to information systems, hardware, software, information systems concepts in business; telecommunications; e-commerce; enterprise systems; system development/acquisition; ethics, crime, and security; microcomputer applications and hands-on exercises in the business arena.

309 Introduction to Operating Systems and Programming (3)

Prerequisite: ISDS 265. Structured programming principles; operating systems; shell commands and scripts; preparing and maintaining disks; managing files and processes; fundamental programming constructs; conditional processing; arrays; subroutines; parameter passing; file processing.

310 Systems Analysis and Design (3)

Prerequisite: ISDS 309 (may be taken concurrently). Systems analysis and design for business information systems; systems development methodologies; managing changes to system parameters; systems process and data models; case tool types and their use; structured vs. object oriented analysis and design.

352 Advanced Data and Information Analysis in Business (3)

Prerequisites: Finance 320 and Marketing 351. Advanced spreadsheet topics for professional business, downloading of databases into spreadsheets and database packages and statistical analyses for decision support; database concepts and design; querying and report writing; applications to financial/ marketing forecasting models.

361A Quantitative Business Analysis: Probability and Statistics (3)

Prerequisites: Math 135 and ISDS 265 or equivalents. Corequisite: Business Admin 301. Probability concepts; expectations; descriptive statistics; discrete and continuous random variables; sampling; estimation; hypothesis testing; simple and multiple regression; nonparametric statistics.

361B Quantitative Business Analysis: Statistics and Management Science (3)

Prerequisite: ISDS 361A. Quantitative methods and their application to business and economic problems. Forecasting, ANOVA, quality control, decision analysis, mathematical modeling, optimization, PERT/CPM, inventory.

370 COBOL Programming for Information Systems (3)

Prerequisites: ISDS 309 and ISDS 310 (ISDS 310 can be taken concurrently). Structured and object-oriented COBOL; multiple-level table handling; sequential, indexed, and direct file processing; sort and merge functions; subprograms; abstract data types; objects; inheritance and dynamic binding.

371 C++ For Business Applications (3)

Prerequisites: ISDS 309, 310 (ISDS 310 may be taken concurrently). C++ syntax, structured programming, table handling, design standards, object oriented programming.

372 Java Programming for Business Applications (3)

Prerequisites: ISDS 309, 310 (ISDS 310 may be taken concurrently). Java syntax and structure. Object oriented programming: classes, objects, association, inheritance, polymorphism. Business applications of Java. Use of Java packages. Web applications: applets and threads.

405 Programming Concepts for Information Technology (3)

Prerequisite: admission to the Master of Science in Information Technology program. Application programming fundamentals for IT systems; structured and object-oriented programming, accessing and management of database tables and external files; layout design and data extraction for advanced output; testing, debugging and analysis tools.

408 Database Management Systems (3)

Prerequisites: Business Admin 301 and ISDS 309, 310 and either ISDS 371, 372, or 411 (ISDS 371, 372 or 411 may be taken concurrently). Provides essential concepts, principles and methods for analysis, design and implementation of database management systems; covers theory and practice; emphasis is on the relational model; examines issues and problems associated with developing single and multiple user applications both today and in the future; project required.

409 Business Telecommunications for Information System Design (3)

Prerequisites: Business Admin 301, ISDS 309 and 310 (ISDS 309 and 310 may be taken concurrently). This course examines the essential concepts for developing a data communication architecture to support Information Systems for a business enterprise. The course will require students to undertake a group project to design a LAN.

411 Microcomputer Business Application Design (3)

Prerequisites: Business Admin 301 and ISDS 309 and 310. This course focuses on contemporary issues in the design and development of integrated, graphical user interface-based business applications.

413 Business Programming Applications for Enterprise Resource Planning Systems (3)

Prerequisites: ISDS 309 and 310 or graduate equivalent. Application programming fundamentals for ERP systems; accessing and management of ERP database tables and external files; layout design and data extraction for advanced output; testing, debugging and analysis tools; security issues in an ERP system.

414 Internet Technologies and Applications (3)

Corequisites: ISDS 408 and one of: 371, 372, or 411. Contemporary Internet technologies and Web applications: Internet infrastructures, development of Web sites and dynamic Web pages, Web databases, business applications. Not applicable to graduate degree requirements.

415 Decision Support and Expert Systems (3)

Prerequisites: Business Admin 301, ISDS 309. Principles and procedures related to the design and use of expert systems and decision support systems principles in management decision making; development of expert systems using shells.

418 Privacy and Security (3)

Corequisites: Business Admin 301, ISDS 309. Security and privacy problems associated with the use of computer systems; ways to minimize risks and losses.

422 Surveys and Sampling Design and Applications (3)

Prerequisites: Business Admin 301, ISDS 361A. Principles for designing business and economic surveys. Applications in accounting, marketing research, economic statistics and the social sciences. Sampling; simple random, stratified and multistage design; construction of sampling frames; detecting and controlling non-sampling errors.

431 Enterprise Systems Implementation, Configuration, and Use (3)

Prerequisite: ISDS 310 or 552. Students will explore the methodology and tools for configuring an ERP system to support critical business processes. Course topics include system modules, implementation tools, and data settings. The course will focus on configuring the system to support a variety of business scenarios.

433 Enterprise Systems Administration (3)

Prerequisite: ISDS 310 or ISDS 552. Students will explore the technical administration practices required to manage the day-to-day operations of an Enterprise Resource Planning (ERP) system. Topics covered will include system architecture, security, system performance, and installation of upgrades.

435 Integrated Enterprise Information Systems (3)

Prerequisites: ISDS 309 and Management 339. Application programming fundamentals for ERP systems; accessing and management of ERP database tables and external files; layout design and data extraction for advanced output; testing, debugging and analysis tools; security issues in an ERP system.

437 Enterprise Networks for Information Systems (3)

Prerequisite: ISDS 409 or ISDS 550. Networks in the enterprise concentrates on placing the network in perspective within the overall enterprise that it serves. The issues involved in constructing, updating, and managing the networks, which make up the infrastructure of those information systems.

440 Integrative Decision Tools for Business Operations (3)

Prerequisites: Business Admin 301, ISDS 361B. Intermediate management science modeling and solution techniques, including topics in linear and non-linear programming, integer programming, dynamic programming, Markov processes, queuing theory, and inventory models.

442 Business Modeling Using Spreadsheets (3)

Prerequisites: ISDS 361B or equivalent. Microsoft Excel will be used to implement business models. Excel will be used to effectively organize, analyze and present information. Examples include Operations, Production, Marketing and Finance. Macros, goal seek, solver, simulation and data tables are covered.

454 Senior Project: Information Systems Development (3)

Prerequisites: Business Admin 301, ISDS 408, 409, and either ISDS 371, 372, or 411. Integrates information systems development concepts of analysis, design and implementation. Students will develop an information system from concept to completion. Individual and team effort.

461 Statistical Theory for Management Science (3)

Prerequisites: Business Admin 301, ISDS 361A. Review of mathematical topics needed for statistical theory. Distribution, theory, moment generating functions, central limit theorem. Estimation theory, maximum likelihood. Hypothesis testing, Neyman-Pearson Lemma, likelihood ratio tests. Use of statistical software packages.

465 Linear Programming in Management Science (3)

Prerequisite: Business Admin 301, ISDS 361B or Math 250B. Mathematical and theoretical foundations for linear programming; geometric and linear algebraic approaches and proofs; simplex method, duality, sensitivity and parametric analyses, extensions to specialized algorithms, and large scale models; practical and computer based applications will be discussed.

467 Statistical Quality Control (3)

Prerequisites: Business Admin 301 and ISDS 361A. Control charts for variables, percent defective and defects. Tolerances, process capacity; special control charts, acceptance sampling and batch processing problems. Bayesian aspects of process control.

472 Design of Experiments (3)

Prerequisite: Business Admin 301. Corequisite: ISDS 440. Fundamentals of experimental design. Analysis of variance, factorial experiments, nested designs, confounding and factorial replications.

473 Applied Business Forecasting (3)

Prerequisite: Business Admin 301. Corequisite: ISDS 440. Forecasting methods applied to problems in business and industry; practical multiple regression models with computer solutions; basic techniques in time-series analysis of trend, cyclical and seasonal components; correlation of time-series and forecasting with the computer.

474 Data Mining (3)

Prerequisite: ISDS 361A or equivalent. Introduction to the fundamentals of data mining. Topics may include association, classification, clustering, decision trees, statistical modeling, and visualization. Motivation for the applications of data mining techniques. Use of data mining software suites on data sets.

475 Multivariate Analysis (3)

Prerequisites: Business Admin 301 and ISDS 361A. The least squares principle; estimation and hypothesis testing in linear regression; multiple and curvilinear regression models; discriminant analysis; principle components analysis; application of multivariate analysis in business and industry.

490 Queuing and Stochastic Models in Management Science (3)

Prerequisites: Business Admin 301 and ISDS 361B or Mathematics 335. Probabilistic models in management science; theoretical foundation and model development for Poisson process models, birth-death models, Markovian and general queuing situations, and Markov chains; renewal theory and/or reliability models; practical business applications.

495 Internship (1-3)

Prerequisites: Business Admin 301; at least junior standing, 2.5 GPA, and one semester in residency at the university; and consent of internship adviser. Students in the information systems concentration must have completed ISDS 309, students in the management science concentration must have completed ISDS 361B, students in the international business concentration must have completed ISDS 309 or ISDS 361B. Planned and supervised work experience. May be repeated for credit up to a total of six units. Credit/No credit grading only.

499 Independent Study (1-3)

Prerequisites: Business Admin 301, ISDS 361B, senior standing, and approval by the Department Chair. Open to qualified students desiring to pursue directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

513 Statistical Analysis (3)

Prerequisites: Math 135, ISDS 265 (or equivalents) and classified CBE status. Basic probability and descriptive statistics; sampling techniques; estimation and hypothesis testing; simple and multiple regression, correlation analysis; computer packages and other optional topics.

514 Decision Models for Business and Economics (3)

Prerequisites: ISDS 513 and classified CBE status. Linear programming; inventory; PERT-CPM; queuing; simulation, computer application, forecasting; time-series, and other optional topics.

516 Introduction to Logistics Analysis Techniques (3)

Prerequisites: ISDS 514 and classified CBE status. The scope of logistics; external and internal environment; analysis of demand, analysis of cost, commodity and transportation rates; structure of transport industry, inventory management, merchandise storage and warehousing; framework of regional analysis; methods of location analysis.

518 Quantitative Tools for Information Technology Management (3)

This course covers quantitative tools that are useful in management of an IT organization. Topics include review of probability concepts, linear programming, network modeling, project management, decision analysis, forecasting, queuing theory, and simulation. Students may not receive credit for both InfoSys/DecSci 514 and 518.

526 Forecasting, Decision Analysis and Experimental Design (3)

Prerequisites: ISDS 514 and classified CBE status. Time series analysis. Trend, cyclical and seasonal components. Statistical decision theory. Fundamental principles of experimental design; interaction. Software packages.

550 Business Data Communications (3)

Prerequisites: ISDS 514 and classified CBE standing. This course examines the essential concepts for developing a data communication architecture for a business enterprise. The course examines the issues of transmission media, speed, efficiency, protocols, security in a variety of network architectures such as LAN, WAN, VPN, leading to "the state of the art" wireless networks. The course concludes with a discussion on the technical implications of doing business on the Internet.

551 Information Resources Management (3)

Prerequisite: admission to CBE graduate program. The expanding role of information systems in the overall strategy and management of organizations is examined. Topics include strategic value of information systems, management of information systems development and procurement process, E-commerce, and integrated enterprise systems.

552 Systems Analysis, Design and Development (3)

Prerequisite: admission to CBE graduate program. Systems analysis and design concepts,life cycle and prototyping; planning and managing projects; Systems evaluation and selection; System development using programming languages such as Visual Basic. Interface design with controls, object-oriented design concepts and tools, including the use of cases and UML, with applications in Visual Basic.

553 Electronic Commerce: Analysis and Evaluation (3)

Prerequisite: ISDS 550. This course studies electronic commerce. It focuses on understanding the technical infrastructure, which enables E-commerce. Examines organizational challenge for developing an appropriate business model for emergence of electronic business. Explores social economical impact of electronic commerce.

554 E-Commerce: Technological Perspective (3)

Corequisite: ISDS 555. This course recognizes the expanding role of the Internet in the overall strategy, implementation, and management of enterprise-wide information systems. Topics include organizational utilization of electronic information resources, as well as Internet application planning, development, implementation and control.

555 Business Databases: Design & Processing (3)

Prerequisite: ISDS 550. Corequisite: ISDS 552. Internet and multi-user databases; accessing Web servers; data warehouse, structured query language, client-server database systems and programming; object-oriented databases.

556 Data Warehousing and Data Management (3)

Prerequisites: ISDS 552 and 555. This course introduces students to basic concepts, architectures, and development strategies of data warehousing, issues in managing data as organizational assets, and its potentials for competitive advantages in dynamic business environments.

557 Issues in Business Information Systems & Global Telecommunications (3)

Prerequisite: Management 515. Introduce advanced concepts of global networks, advanced communications design and management, global information security and privacy, global communications protocol and applications to industry, government and commercial sectors.

558 Advanced Software Development with Web Applications (3)

Prerequisites: ISDS 552 and 555. Advanced client/server software development techniques with specific emphasis on the Internet. Topics include file structure, managing relational databases with data control and SQL, and ActiveX components and objects.

560 Advanced Deterministic Models (3)

Prerequisites: Management 515, ISDS 514 and classified CBE standing. Advanced linear programming, dynamic programming, integer programming, non-linear programming, business applications. Software packages and computer-utilization.

561 Advanced Probabilistic Models (3)

Prerequisites: ISDS 514 and classified CBE standing. Stochastic processes, Markov processes, advanced queuing and inventory models; reliability. Software packages and computer utilization.

563 Geographic Information Systems for Business (3)

Prerequisite: ISDS 555. This course covers the use of Geographic Information Systems in support of business applications such as site location, scheduling, marketing, and real estate. Students will develop GIS applications for local businesses.

565 Wireless Information Systems (3)

Prerequisite: ISDS 550. Contemporary wireless technologies; wide-area and local-area wireless infrastructures; design, planning, and operation of wireless communication systems; 3G and next-generation wireless architectures. Wireless spectrum and regulatory issues.

568 Information Systems for Knowledge Management (3)

Prerequisite: ISDS 555. Knowledge management systems are useful for businesses to leverage their intellectual capital. The course covers how knowledge is created, captured, represented, stored and used to solve business problems. Software demonstrations and case studies will be used for illustrations.

576 Business Modeling and Simulation (3)

Prerequisite: ISDS 513 or equivalent. Theory and application of modeling and simulation methodology. Probabilistic concepts in simulation; arrival pattern and service times; simulation languages and programming techniques; analysis of output; business applications. Requires projects. The individual project will fulfill the terminal degree requirement.

577 Seminar in Information Systems Implementation (3)

Prerequisites: To be taken in the last semester, or with completion of at least seven ISDS courses in the program. This course integrates the information systems development concepts of information systems project management, analysis, design, and implementation with telecommunications, database design, programming, testing and system integration issues. Students will develop information systems from concept to completion through individual and team effort. Requires projects. The individual project will fulfill the terminal degree requirement.

578 Seminar in Logistics Models (3)

Prerequisites: ISDS 516, 526, and Marketing 519. This course integrates the concepts of logistics to systematically analyze a distribution system. Students will perform a complete analysis of an existing distribution system to investigate the value added role of logistics in distribution. Includes article analysis, case analysis, a research project, individual and group reports, and oral and written presentations. Requires projects. The individual project will fulfill the terminal degree requirement.

597 Project (3)

Prerequisite: classified CBE status. Directed independent inquiry. Not open to students on academic probation.

599 Independent Graduate Research (1-3)

Prerequisite: classified CBE status and consent of Department Chair and Associate Dean. May be repeated for credit. Not open to students on academic probation.

Instructional Design and Technology

College of Education

INTRODUCTION

The Master of Science in Instructional Design and Technology is an interdisciplinary program housed within the College of Education and draws upon a team of outstanding faculty with expertise, training, and experience in instructional technology and its applications for teaching, learning and curriculum development.

Benefits of the program include:

- The degree represents a comprehensive, high quality, affordable program staffed by a team of outstanding and dedicated faculty with expertise and experience in instructional technology and educational practice, backed up with strong program and administrative support.
- The program is completed in 21 months (2 courses per term segment).
- The course work in the program is 100 percent online, with 2 required on-campus meetings (two on-campus trips for a total of 2 days).
- The program promotes collaboration, professional networking, and team-building among peers, faculty, staff, and other professionals.
- Graduates of the program will gain valuable knowledge and skills in the development, design, evaluation, and implementation of a wide variety of instructional technologies applicable to a wide range of settings (K-12, postsecondary education, military, business/industry). Furthermore, graduates will obtain expertise in the enhancement of teaching and learning based on sound and current educational research, theory, and practice and will be well positioned in a competitive job market.

DEAN (ACTING)

Ashley Bishop

PROGRAM COORDINATOR

JoAnn Carter-Wells

PROGRAM OFFICE

Education Classroom Building 531

PROGRAM WEBSITE

http:/msidt.fullerton.edu

PROGRAM OFFERED

Master of Science in Instructional Design and Technology

(On-line offering only)

PROGRAM COUNCIL

JoAnn Carter-Wells (Reading)

Karen Ivers (Elementary and Bilingual Education)

Barbara Glaeser (Special Education)

Joyce Lee (Educational Leadership)

Ula Manzo (Reading)

Chris Street (Secondary Education)

ADMISSION AND PROGRAM REQUIREMENTS

New students are admitted once a year for the fall term segment that begins in August. Deadline for completing on-line applications is March 1st, as is the postmark deadline for mailed applications. However, this deadline may be changed based upon enrollment projections. Please check the program website for current information at http://msidt.fullerton.edu.

Minimum state and program requirements for admission to conditional classified standing in the program include the following:

1. Hold a baccalaureate from an accredited institution of higher education.
2. Have earned a minimum grade-point average of 3.0 in the last 60 semester units attempted as documented by two official copies of transcripts from all higher education institutions attended.
3. Good standing at the last college attended.
4. For international students from countries where English is not the official language, have a TOEFL score of 575.
5. Submission of a written self-assessment essay. Students must submit a written essay on issues such as why they would be good candidates for the program, including their experience and/or commitment to online learning environments, and curriculum development, how they will manage their time, their level and types of technology skills, their technology access, ability to work independently and professional goals.
6. Successful passage of a phone or face-to-face interview designed to assess their level of technology knowledge, skills, and abilities to be an online learner.

7. Technology requirements may be found on the program website, http://msidt.fullerton.edu.
8. Knowledgeable in the use of a personal computer (PC or Macintosh) including the ability to do the following. These skills and knowledge will be ascertained through either a phone or face-to-face interview:
   a. Locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks;
   b. Use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents;
   c. Use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file
   d. Use an Internet browser to search the World Wide Web; and
   e. Use databases, spreadsheets and multimedia applications.

Continuation and completion of the program requires:

9. Registration, attendance, and successful completion of the on-campus "Boot-Up Camp" and the Midpoint Symposium (program requisites).

If circumstances force a student to fall out of their original cohort schedule, they will be permitted to continue in the program, but will default to the next cohort cycle provided they remain in good academic standing.

Special accommodations for disabled students will be made on an individual student, as-needed basis in compliance with the CSUF Catalog (online catalog at http://www.fullerton.edu/disabledservices/handbook/SupportiveServices.htm). Please contact the instructor and Program Coordinator if this applies to you.

STUDY PLAN REQUIREMENTS

The on-line Master of Science in Instructional Design and Technology takes 5 term segments, (21 months) total to complete. The schedule runs year-round as follows:

August

On-Campus Boot-Up Camp (1 day)

Session 1: September through December

IDT 505 Hardware and Authoring Environments in Instructional Contexts (3)

IDT 510 Research Practices in Instructional Design and Technology (3)

Session 2: January through mid-May

IDT 520 Instructional Design Issues for Technology-based Instruction (3)

IDT 525 Instructional Approaches in Learning and Cognition (3)

Session 3: May through August

IDT 530 Planning, Designing and Evaluating Technology-based Instruction (3)

IDT 535 Instructional Strategies for Pre-K through Adulthood (3)

October

On-Campus Midpoint Symposium (1 day)

Session 4: September through December

IDT 540 Web-based Teaching and Learning (3)

IDT 545 Emerging Technology and Issues in Instruction (3)

Session 5: January through mid-May

IDT 550 Practicum in Instructional Design and Technology (3)

IDT 597 Project (3)

INSTRUCTIONAL DESIGN AND TECHNOLOGY COURSES

Courses are designated as IDT in the class schedule.

505 Hardware and Authoring Environments in Instructional Contexts (3)

Prerequisite: successful completion of summer on-campus orientation (Boot-Up Camp). Provide students with necessary understanding of operating systems, hardware, and networking environments to develop instructional tools and products using a multimedia authoring tool.

510 Research Practices in Instructional Design and Technology (3)

Prerequisites: Completion of orientation program for M.S. in Instructional Design & Technology (IDT). Survey course on terms and accepted procedures in qualitative and quantitative inquiry as they apply to instructional design and technology. Students conduct controlled portions of IDT research and prepare preliminary proposals for larger projects.

520 Instructional Design Issues for Technology-based Instruction (3)

Prerequisite: IDT 505. Focuses on the systematic design of instructional courseware, including analysis, media selection, design, development, and evaluation. Topics include learning principles, learner characteristics, instructional strategies, screen design, response analysis, feedback, and interactivity.

525 Instructional Approaches in Learning and Cognition (3)

Prerequisite: IDT 510 and concurrent enrollment in IDT 520. Focuses on behavioral, cognitive, constructivist learning theories, related concepts, and their implications for designing instruction. Develops students' critical thinking about desirable cognitive outcomes when designing educational experiences.

530 Planning, Designing, Developing, and Evaluating Technology-based Instruction (3)

Prerequisite: IDT 520. Focuses on application of computer-based instructional design principles to develop new methods and materials for technology-based instruction. Topics include computer-based instruction, project management, planning, assessment, design principles, and development tools. Students will design multimedia courseware.

535 Instructional Strategies for Pre-K through Adulthood (3)

Prerequisite: IDT 525 and concurrent enrollment in IDT 530. Provide students with training in instructional strategies for Pre-K through adulthood. Emphasis on current research on instructional strategies and assistive technologies in a variety of instructional contexts.

540 Web-based Teaching and Learning (3)

Prerequisites: IDT 530 and successful completion of Midpoint Symposium. Focuses on the design, development, and implementation of Web pages and sites for instructional purposes. Emphasis on issues surrounding using the World Wide Web for instruction.

545 Emerging Technologies and Issues in Instruction (3)

Prerequisites: IDT 530, IDT 535 and concurrent enrollment in IDT 540. Focuses on the theoretical basis, issues, and strategies for improving teaching and learning through the use of emerging technologies.

550 Practicum in Instructional Design and Technology (3)

Prerequisites: concurrent enrollment in IDT 597 and consent of Program Coordinator. Provides strategies for effectively implementing and evaluating instructional design and technology to improve learning; course includes significant field work assignments in work-related settings.

597 Project (3)

Prerequisites: concurrent enrollment in IDT 550 and consent of Program Coordinator. Individual research on an empirical project, with conferences with the instructor, culminating in a project.



International Business

College of Business and Economics

INTRODUCTION

The international business curriculum covers the fundamentals of business administration, with an emphasis on international business. Foreign language courses are required and stress the use of the applied language. The program also includes an internship with an international business. This curriculum prepares students for entry level positions. Opportunities exist in contracts, distribution and sales and may lead to general management positions. Since Southern California is a major international business center, there are career opportunities with internationally oriented firms in this area. Other career opportunities may involve international travel or overseas assignments.

Language concentrations are offered in Chinese, French, German, Japanese, Portuguese, and Spanish. Other concentrations may be developed in the future. The program is offered jointly by the College of Business Administration and Economics and the Department of Modern Languages and Literatures.

Scholarship In International Business

Friends of International Marketing

Preparation For The Major

Students who expect to complete this program in the usual four-year period should realize that the total requirements, including general education courses and prerequisites, can exceed 120 semester units. Intermediate to advanced competency in a foreign language is a prerequisite to the required concentration courses. Students are strongly encouraged to complete a minimum of three years of foreign language study while in high school. Similarly, algebra and geometry are necessary for many required business courses. The equivalent of three years of high school mathematics, including a second course in algebra, is the prerequisite for the required Math 135, Business Calculus. Students without the necessary background will need to enroll in Math 115, College Algebra.

BACHELOR OF ARTS IN INTERNATIONAL BUSINESS

Admission to the International Business major involves two steps. Students who apply to the major are initially classified as pre-international business. After completing the lower-division core requirements with grades of at least "C" (2.0), and demonstrating satisfactory progress toward intermediate competency in a foreign language, students may apply to the international business major. Pre-international business students may take lower-division business courses, but most upper-division courses are not open to pre-international business students.

All of the following requirements must be met for the degree. Students must earn a grade of at least "C" (2.0) in each course in the major. The International Business degree requires a minimum of 120 units. Students must fulfill all requirements for the major, General Education, all other University requirements, and free electives. Students in the Bachelor of Arts in International Business program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for a Bachelor's Degree" elsewhere in this catalog). For assistance in interpreting these requirements, contact the Business Advising Center, Langsdorf Hall 731.

PROGRAM COORDINATOR

Dr. Irene Lange

PROGRAM WEBSITE

http://sbaeweb.fullerton.edu/Programs/interbus.htm

PROGRAM OFFICE

University Hall 313

PROGRAM OFFERED

Bachelor of Arts in International Business

Concentrations in:

- Chinese
- French
- German
- Japanese
- Portuguese
- Spanish

ADVISERS

The Business Advising Center, Langsdorf Hall 731, provides information on admissions, curriculum and graduation requirements, registration and grading procedures, residence and similar academic matters. Additional advising on curriculum content and career opportunities is available from the International Business Program:

International Business	Irene Lange
Chinese	Han-Hua Chao
French	Linda Andersen
German	Marjorie Tussing
Japanese	Setsue Shibata
Portuguese	Ronald Harmon
Spanish	Josefina Hess

Required Lower-Division Core Courses

Accounting 201A Financial Accounting (3)

Accounting 201B Managerial Accounting (3)

Business Admin 201 Business Writing (3)

Econ 201 Principles of Microeconomics (3)

Econ 202 Principles of Macroeconomics (3)

Management 246 Business and Its Legal Environment (3)

InfoSys/DecSci 265 Introduction to Information Systems and Applications (3)

Math 135 Business Calculus (3)

OR Math 130A Short Course in Calculus (4)

OR Math 150A Analytic Geometry and Calculus (4)

Intermediate foreign language competency is a prerequisite to the concentrations in Chinese, French, German, Japanese, Portuguese, and Spanish. Students in international business should consult an adviser in the Department of Modern Languages and Literatures as soon as possible in order to assess individual proficiency levels. Students may be required to take additional prerequisite courses.

Required Upper-Division Core Courses

Business Admin 301 Advanced Business Communication (3)

Econ 335 International Economy (3)

Finance 320 Business Finance (3)

Finance 370 International Business Finance (3)

Management 339 Principles of Management & Operations (3)

Management 340 Organizational Behavior (3)

InfoSys/DecSci 361A Quantitative Business Analysis: Probability and Statistics (3)

Marketing 351 Principles of Marketing (3)

Marketing 445 International Marketing Strategies (3)

Required Capstone Core Course

After completing all lower- and upper-division core courses, take Management 480 Global Strategic Management (3).

Required Concentration

Choose one of the following concentrations:

Concentration in Chinese

Chinese 310 Chinese in the Business World (3)

Chinese 311 Chinese for International Business (3)

Chinese 315 Introduction to Chinese Civilization (3)

Chinese 325 Contemporary Chinese Culture (3)

Concentration in French

French 310 French in the Business World (3)

French 311 French for International Business (3)

French 315 Origins of Modern France (3)

French 325 Contemporary French Civilization (3)

Concentration in German

German 310 German in the Business World (3)

German 311 German for International Business (3)

German 315 Introduction to German Civilization (3)

German 325 Current Trends in Culture of German-Speaking Peoples (3)

Concentration in Japanese

Japanese 310 Japanese for Business (3)

Japanese 311 Japanese for International Business (3)

Japanese 315 Introduction to Japanese Civilization (3)

Japanese 316 Modern Japan (3)

Concentration in Portuguese

Portuguese 310 Portuguese in the Business World (3)

Portuguese 317 Advanced Conversation and Composition (3)

Portuguese 320 Introduction to Luso-Brazilian Culture and Civilization (3)

Portuguese 325 Contemporary Brazilian Civilization (3)

One of the following courses may be substituted for Portuguese 320 or 325:

Spanish 310 Spanish in the Business World (3)

Spanish 311 Spanish for International Business (3)

Concentration in Spanish

Spanish 310 Spanish in the Business World (3)

Spanish 311 Spanish for International Business (3)

Spanish 315 Introduction to Spanish Civilization (3)

Spanish 316 Introduction to Spanish-American Civilization (3)

Note: Students may substitute one of the following for Spanish 315 or 316:

Spanish 415 Contemporary Spanish Culture (3)

Spanish 416 Contemporary Spanish-American Culture (3)

Collateral Requirement (3 units)

Complete at least one approved collateral elective. It is recommended that students take up to 12 units of electives, if possible. The list of approved courses is available in the Business Advising Center, Langsdorf Hall 731 or the International Business Program Office, University Hall 313.

Internship Requirement

Internships outside the United States: Students who successfully arrange an internship in a country where the language of their concentration is used, will enroll for three units in a language internship and for three units in a business internship. During this experience, students are expected to spend a minimum of four months in full-time employment with a faculty-approved firm. Simultaneous enrollment in the two internships is expected and students normally will not engage in any other academic activity.

Internships in the United States

Students who complete internships locally must arrange a business internship that involves some aspects of international operations. In addition, these students must complete an additional pre-approved three-unit upper-division foreign language course. The course must increase students' understanding of the language and culture of their concentration. If students are expected to use their foreign language on a daily basis as part of their business internship work activity, students may complete a foreign language internship rather than the course. Approval for this option must be obtained prior to enrollment in the business internship and written evidence of language use must be provided at the completion of the language internship.

Internship Courses

Accounting 495 Internship (3)

Economics 495 Internship (3)

Finance 495 Internship (3)

InfoSys/DecSci 495 Internship (3)

Management 495 Internship (3)

Marketing 495 Internship (3)

Modern Language 495 Internship (3)

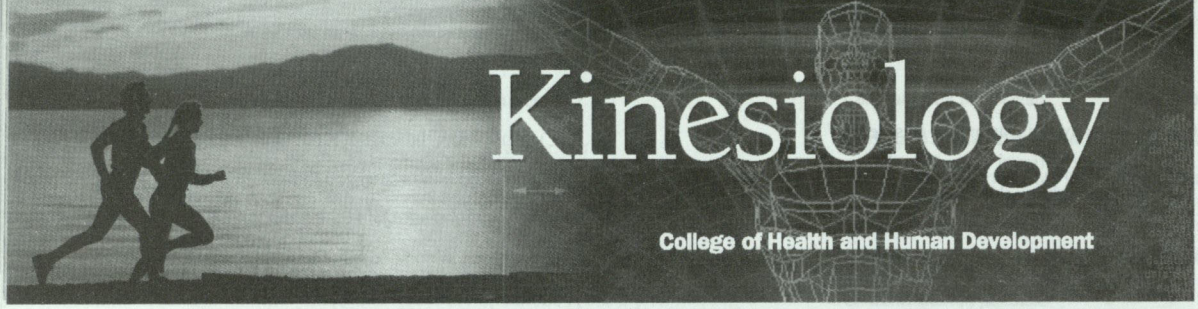


Other Requirements

Grade Point Average (GPA): Attain at least a 2.0 GPA ("C" average) in all university courses and in the concentration courses. Earn at least a "C" (2.0) grade in each course required for the major.

Grade Options: Take all required core and concentration courses for a letter grade (A,B,C,D,F). The credit/no credit grading option may not be used for these courses, and a grade of CR (credit) will not satisfy the requirements of the degree. Exceptions: Calculus (Math 130, 135 or 150A) and Internship may be taken under the credit/no credit option, although courses taken to meet general education requirements must be taken for a letter grade.

Residence: At least 12 units of upper-division core courses, 6 units of upper-division concentration courses and 6 units of internships must be taken in residence at CSUF.



Kinesiology

College of Health and Human Development

INTRODUCTION

The mission of the Department of Kinesiology is to provide a broad understanding of human motor performance through its degree programs and through the scholarship and creativity of its faculty and students. Emphasis is placed on examination of the entire lifespan from infancy to older adult years, with special attention to understanding human movement in the context of a diverse and ever-changing society. The department's degree programs include foundation courses, essential core courses, and advising tracks related to multiple career objectives and subdisciplines within the human movement field. The cross-disciplinary focus of the department's curriculum fosters the development of a diversity of values and skills important to a liberal arts education: critical thinking, leadership, verbal and written communication, technological competency, and performance and wellness assessment.

The Bachelor of Science degree in Kinesiology offers students a variety of professional focus areas such as education, sports, therapeutic intervention, and fitness/wellness. The undergraduate minor in kinesiology, also based upon core curricula, provides opportunities for professional and/or personal enhancement.

The Master of Science degree in Kinesiology has a required core curriculum, plus individualized courses leading to professional or disciplinary specific preparation.

In addition, select courses within the curriculum service the general education program, various credential programs, and other university degree programs that require a human movement foundation. Performance courses provide university-wide opportunities for development of skills and knowledge leading to lifelong enjoyment of physical activity, health, well-being and worthy use of leisure time. Internships, practica, independent study, and scholarly outreach provide opportunities for interaction and service within the community.

Student Awards/Scholarships

Awards and scholarships are presented each year to outstanding undergraduate and graduate students. Additional information is available in the Kinesiology Department office.

Advisement

Entering students interested in Kinesiology should contact the Kinesiology Academic Advising Center in KHS 161A prior to their first semester at Cal State Fullerton to receive appropriate advisement materials. Students transferring course work from other colleges and universities should provide official transcripts of all prior course work to the Kinesiology Academic Advising Center.

Transfer students and students seeking advisement related to completion of General Education requirements, should visit the Academic Advisement Center located in University Hall 123.

BACHELOR OF SCIENCE IN KINESIOLOGY

The Department of Kinesiology offers the Bachelor of Science in Kinesiology for students preparing for professional careers or for graduate work in fields related to exercise, sport, movement and wellness.

The degree consists of 120 units with 51 units required for the major. Within the major, students must complete nine units of foundation courses, an 18-unit disciplinary core, a three-unit writing course, and a 21-unit advising track in one of the following focus areas: Athletic Training, Clinical Exercise Science, Fitness and Health Promotion, Gerokinesiology, Sport Studies, or Teacher Education. With adviser approval, students also have the option of developing a "Special Studies" advising track if their interests lie outside of these designated areas. The "Special Studies" plan must include a rationale statement, 21 units of upper-division course work, and must be approved by a

DEPARTMENT CHAIR

Kathy Koser

DEPARTMENT OFFICE

KHS 121A

DEPARTMENT WEBSITE

http://hhd.fullerton.edu/knes

PROGRAMS OFFERED

Bachelor of Science in Kinesiology

Minor in Kinesiology

Athletic Training Education Program

Subject Matter Preparation Program in Physical Education for the Single Subject Credential

Master of Science in Kinesiology

FACULTY

Michele Barr, William Beam, Lee Brown, Dapeng Chen, Jared Coburn, Robert Kersey, Patricia Laguna, Julie Max, Guillermo Noffal, Karen Perell, Kenneth Ravizza, Debra Rose, Clay Sherman, Stephan Walk, Kathy Webster, Carol Weinmann, Lenny Wiersma, Ronald Witchey, Steven Zinder

faculty adviser and the Department Chair. Students are required to seek advising from Department faculty in planning careers, selecting advising tracks, and choosing elective courses.

Each course counted toward the major, including prerequisites, must be completed with a grade of "C" (2.0) or higher. All courses counted toward the major must be taken on an Option 1 (letter grade) basis.

Prerequisite Requirements

Prerequisite requirements for the major include three units of anatomy/physiology (Biology/Kinesiology 210 or equivalent) and six units of performance classes, representing the following performance areas: Fitness, Martial Arts/Combatives, Aquatics, Individual Sports, Racquet Sports, and Team Sports. Four of the six performance courses must be completed prior to enrollment in Kinesiology 300 Principles of Movement. All performance courses must be completed prior to completion of the Disciplinary Core Courses.

Prerequisite Performance Courses (6 units)

Fitness

Kinesiology 100 Physical Conditioning (1)

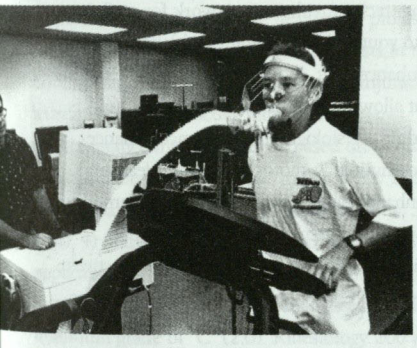
Kinesiology 102 Jogging (1)

Kinesiology 103 Fitness Walking (1)

Kinesiology 144 Aerobic Exercise and Weight Control (1)

Kinesiology 145 Cardio Kick Boxing (1)

Kinesiology 146 Weight Training (1)



Aquatics

Kinesiology 110 Swimming (1)

Kinesiology 112A Beginning Surfing (1)*

Kinesiology 112B Intermediate Surfing (1)*

Kinesiology 214A Basic Scuba (3)

Kinesiology 214B Intermediate Scuba (2-3)

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* If used for aquatic performance area, may not be used for Individual Sports performance area.

Martial Arts/Combatives

Kinesiology 151 Aikido (1)

Kinesiology 152 Karate (1)

Kinesiology 153 Wushu: Chinese Martial Arts (1)

Kinesiology 154 Self-Defense (1)

Kinesiology 155 Fencing (1)

Kinesiology 156 Tai Chi (1)

Individual Sports

Kinesiology 105 Cycling (1)

Kinesiology 112A Beginning Surfing (1)

Kinesiology 112B Intermediate Surfing (1)

Kinesiology 117 Bowling (1)

Kinesiology 119 Golf (1)

Kinesiology 120 Gymnastics (1)

Kinesiology 246A Basic Hatha Yoga (2)

Racquet Sports

Kinesiology 130 Badminton (1)

Kinesiology 131 Tennis (1)

Kinesiology 132 Racquetball (1)

Team Sports

Kinesiology 161 Softball (1)

Kinesiology 164 Volleyball (1)

Kinesiology 165 Soccer (1)

Kinesiology 167 Basketball (1)

REQUIREMENTS FOR THE MAJOR

Foundation Courses (9 units)

Kinesiology 202 Introduction to Kinesiology (3)

Kinesiology 260 Movement Anatomy (3)

Kinesiology 349 Measurement and Statistics in Kinesiology and Health (3)

Disciplinary Core Courses (18 units)

Kinesiology 300 Principles of Human Movement (3)

Kinesiology 348 Physiology of Exercise (3)

Kinesiology 371 Human Motor Control and Learning (3)

Kinesiology 380 History and Philosophy of Human Movement (3)

Kinesiology 381 Sports, Games and Culture (3)

Kinesiology 383 Psychology of Sport and Physical Activity (3)

Upper-Division Writing Course (3 units)

English 301 Advanced College Writing (3)

Second Language Graduation Requirement

With the exception of the Athletic Training Education Program, students in the Bachelor of Science in Kinesiology program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.) Students in the Athletic Training Education Program are exempt from this requirement.

Advising Track Requirement (21 units)

Courses are to be selected from one of the following advising track focus areas: Athletic Training, Clinical Exercise Science, Fitness and Health Promotion, Gerokinesiology, Sport Studies, Teacher Education, or Special Studies. See descriptions and specific course requirements below.

CLINICAL EXERCISE SCIENCE (CES) ADVISING TRACK (21 UNITS)

The Clinical Exercise Science advising track provides students with background knowledge and practical experience in preparation for careers in a variety of settings in which exercise is used in conjunction with other therapeutic modalities, (such as clinical exercise physiology, geriatric pathokinesiology, and sports health care) and/or for further

study leading to a variety of health care professions (e.g., physical/ occupational therapy, medicine, physician assistant, etc.*). This advising track also prepares students for advanced study in clinical exercise science.

Note: Students taking course work in preparation for admission to a specific professional program, such as physical or occupational therapy, should check the entry requirements for the specific program at the institution to which they intend to apply. These students should also seek advising from the Health Professions Office in UH-223. Through careful planning students can maximize the number of courses that meet CSUF General Education and Kinesiology degree requirements, as well as the entry requirements for other programs of interest.

CES Advising Track Recommendations (12 units)

(With adviser approval these courses can be modified to better meet student needs/interests.)

Kinesiology 348L Physiology of Exercise Laboratory (1)

Kinesiology 377 Therapeutic Exercise (3)

Kinesiology 451 Sports Medicine (3)

Kinesiology 461 Biomechanics (3)

Kinesiology 495 Internship (3)

CES Advising Track Electives (9 units)

Select 9 units from:

Kinesiology 351, 364, 365, 373, 374, 375, 378, 432, 452, 453, 454, 455, 463, 471, Health Science 401, 405

FITNESS AND HEALTH PROMOTION (FHP) ADVISING TRACK (21 UNITS)

The Fitness and Health Promotion advising track provides students with background knowledge and experience supporting careers in areas such as personal training, fitness instruction, corporate fitness/ worksite health promotion, and older adult fitness/wellness. This advising track also prepares students for advanced study in fitness and health promotion, as well as provides opportunities for personal enrichment and growth.

FHP Advising Track Recommendations (12 units)

(With adviser approval these courses can be modified to better meet student needs/interests.)

Kinesiology 350 Nutrition (3)

Kinesiology 351 Principles of Strength and Conditioning (3)

Kinesiology 452 Graded Exercise Testing & Prescription (3)

FHP Culminating Experience (last semester):

Kinesiology 495 Internship in Kinesiology (3) and

Kinesiology 348L Exercise Physiology Laboratory (1)

Note: Students who intend to specialize in the older adult fitness/ health area should select the Internship/Laboratory (495/348L) option for their culminating experience.

FHP Advising Track Electives (9 units)

Select 9 units from:

Kinesiology 342, 348L, 352, 406, 432, 451, 453, 454, 455, 495, Health Science 440, 460, 461

GEROKINESIOLOGY (GK) ADVISING TRACK (21 UNITS)

The Gerokinesiology advising track provides students with the background knowledge and skills necessary to develop and teach a variety of fitness and physical activity classes and/or personalized training programs for older adults. This advising track also prepares students for advanced study in geriatric pathokinesiology, and meets national recommendations for preparing senior fitness instructors.

GK Advising Track Recommendations (12 units)

(With adviser approval these courses can be modified to better meet student needs/interests.)

Kinesiology 452 Graded Exercise Testing & Prescription (3)

Kinesiology 454 Physical Dimensions of Aging (3)

Kinesiology 455 Functional Perform Assess Program for Older Adults (3)

Kinesiology 495 Internship in Kinesiology (3)

Kinesiology 348L Physiology of Exercise Laboratory (1)

GK Advising Track Electives (9 units)

Select 9 units from:

Kinesiology 342, 351, 352, 364, 375, 377, 378, 432, 451, 463, 471,

Health Sciences 440

Psychology 362

SPORT STUDIES (SS) ADVISING TRACK (21 UNITS)

The Sport Studies advising track provides course work for students interested in careers related to youth sports programs, athletic coaching, and/or sports performance enhancement. In consultation with an adviser, students choose electives that allow for further study of various aspects of sports performance, including physiological performance enhancement (biomechanics, exercise physiology, motor control and learning), psychological performance enhancement, athletic coaching, community/ youth physical activity and sports program, and the study of sport (history, philosophy and sociology). Students may also choose electives in preparation for advanced study in one or more of the subdisciplines of kinesiology.

SS Advising Track Recommendations (12 units)

(With adviser approval these courses can be modified to better meet student needs/interests.)

Kinesiology 325 Techniques of Coaching (3)

Kinesiology 351 Principles of Strength and Conditioning (3)

Kinesiology 365 Prevention/Care of Athletic Injuries (3)

Kinesiology 385 Instructional Analysis of Human Movement (3)

SS Advising Track Electives (9 units)

Select 9 units from:

Kinesiology 350, 384, 386, 387, 410, 430, 432, 461, 463, 480, 495

ATHLETIC TRAINING (AT) ADVISING TRACK (21 UNITS)

The Athletic Training advising track is for students interested in completing a Bachelor's Degree in Kinesiology while focusing their electives in athletic training and related areas. Students selecting this track may also apply for admission to the CSUF Athletic Training Education Program (ATEP) in preparation for becoming a Certified Athletic Trainer.

See Athletic Training Education Program description below. Students completing the 21-unit Athletic Training advisement track can meet the requirements for the B.S. Degree in Kinesiology, but only partially meet the minimum ATEP and NATA-BOC Certification requirements.

AT Advising Track Requirements (21 units)

Kinesiology 365 Prevention and Care of Athletic Injuries (3)

Kinesiology 373 Advanced Assessment of Lower Extremity (3)

Kinesiology 374 Advanced Assessment of Upper Extremity (3)

Kinesiology 375 Management of Athletic/Exercise Emergencies (3)

Kinesiology 377 Therapeutic Exercise in Rehabilitation (3)

Kinesiology 378 Therapeutic Modalities in Rehabilitation (3)

Kinesiology 465 Administration & Leadership in Athletic Training (3)

In addition to the requirements for the Kinesiology major and the Athletic Training advising track, other requirements for those admitted to the ATEP program include: a minimum of 5 semesters and 1000 supervised clinical hours, professional rescuer cardiopulmonary resuscitation (CPR) certification, and 37 additional units of course work, some of which can be taken as part of the General Education requirements. Specific requirements for the Athletic Training Education Program and for becoming a Certified Athletic Trainer are provided below.

ATHLETIC TRAINING EDUCATION PROGRAM (ATEP)

The fully accredited Athletic Training Education Program (ATEP) prepares students for careers as Certified Athletic Trainers (ATCs). Certified Athletic Trainers are health care professionals recognized by the American Medical Association as specialists in the prevention, recognition, management, and rehabilitation of injuries and/or illnesses to athletes and physically active individuals.

Acceptance into the ATEP is based on a competitive admissions process, including evaluations in five areas: 1) academic performance; 2) personal or professional recommendations; 3) written communications; 4) oral communications; and 5) practical experiences. ATEP applicants must have completed 30 semester units with a 2.5 GPA or better, including the following six classes (or their equivalent) with a minimum grade of "C" (2.0): Kinesiology 200 and 202, Biology 101 and 361, Health Science 101, and Psychology 101. In addition, Biology 310 and Kinesiology 260 are strongly recommended. Applications are available online at http://hdcs.fullerton.edu/at/, and the application deadline is May 1st.

Upon ATEP admission, students must meet a number of accrediting agency, University, and/or ATEP requirements. All ATEP students must sign a CSUF Volunteer Employee contract, at ATEP Oath of Confidentiality, and an ATEP 1st Responder Contract. Newly admitted students must successfully complete the ATEP Health Screening. They must also (1) complete the hepatitis B virus vaccination series, (2) show proof of previous HBV vaccination, or (3) sign an HBV vaccination declination form. Finally, new students must meet the ATEP Technical Standards. Students unable to fulfill these Technical Standards, with or without reasonable accommodation, will not be successfully advanced through the CSUF-ATEP (http://hdcs.fullerton.edu/at/).

For successful ATEP completion, each ATEP student commits to a minimum of 5 semesters and 1,000 hours of clinical rotations. ATEP students will be progressively rotated through a variety of clinical settings to learn and perfect the needed knowledge and skills. All ATEP students must achieve and maintain a 2.50 overall GPA, a 3.00 ATEP-Core GPA, and a 2.50 ATEP-Support GPA. A current professional rescuer CPR card must be maintained throughout the program. Upon successful completion of the ATEP, the student is eligible to take the National Athletic Trainers' Association - Board of Certification examination to become an ATC.

Those students interested in athletic training should meet as soon as possible with the ATEP Director to plan their academic program. In addition to the University General Education requirements and the Kinesiology Foundation, Core, and Activity requirements, ATEP students must complete the following classes (or their equivalents):

Athletic Training Education Program - Core (29 units)

Kinesiology 200 Introduction to Athletic Training (3)

Kinesiology 365 Prevention and Care of Athletic Injuries (3)

Kinesiology 373 Advanced Injury Assessment of Lower Extremities (3)

Kinesiology 374 Advanced Injury Assessment of Upper Extremities (3)

Kinesiology 375 Management of Sport/Exercise Emergencies (3)

Kinesiology 377 Therapeutic Exercise in Rehabilitation (3)

Kinesiology 378 Therapeutic Modalities in Rehabilitation (3)

Kinesiology 465 Administration & Leadership in Athletic Training (3)

Kinesiology 268 Clinical Proficiencies in Athletic Training I (1)

Kinesiology 368 Clinical Proficiencies in Athletic Training II (1)

Kinesiology 369 Clinical Proficiencies in Athletic Training III (1)

Kinesiology 468 Clinical Proficiencies in Athletic Training IV (1)

Kinesiology 469 Clinical Proficiencies in Athletic Training V (1)

Athletic Training Education Program - Support (29 units)

Health Science 101 Personal Health (3)

Psychology 101 Introduction to Psychology (3)

Chemistry 111 Nutrition and Drugs (3)

Chemistry or Physics Class from General Education Category III.A.2a (3)

Biology 101 Elements of Biology (3)

Biology 310 Human Physiology (3)

Biology 361 Human Anatomy (4)

Kinesiology 348L Physiology of Exercise Lab (1)

Kinesiology 351 Principles of Strength and Conditioning (3)

Kinesiology 451 Sports Medicine (3)

TEACHER EDUCATION (TE) ADVISING TRACK (21 UNITS)

The Teacher Education advising track is designed for students interested in completing the Bachelor's Degree in Kinesiology while focusing their elective units on preparation for entering the teaching profession. Students completing the coursework below meet only some of the requirements for the Subject Matter Preparation Program which is designed to prepare students to enter a Single Subject Credential Program in Physical Education. Specifically, students completing this advisement track must complete additional units to fulfill California state-mandated subject matter competencies for pursuit of the single-subject teaching credential in kinesiology. Students interested in the Subject Matter Preparation Program should see the program descrip-

tion below. Coursework in the Teacher Education advising track may help students qualify for teaching and coaching positions in the public schools, provide background knowledge and experiences for advanced study in pedagogy, and provide personal enrichment in the art and the science of human movement.

TE Advising Track Requirements: (21 units)

Kinesiology 325 Techniques of Coaching (3)

Kinesiology 363 Developmental Adaptations of the Atypical (3)

Kinesiology 364 Motor Development (3)

Kinesiology 385 Instructional Analysis of Human Movement (3)

Kinesiology 386 Movement and the Child (3)

Kinesiology 387 Movement and the Adolescent (3)

Kinesiology 400 Program Design for Kinesiology (3)

In addition to the 51-unit requirement for the Kinesiology degree and the Teacher Education advising track, students who wish to fulfill California state-mandated subject matter competencies (i.e., the Subject Matter Preparation Program) for pursuit of the single-subject teaching credential in physical education must also complete the requirements described below.

SUBJECT MATTER PREPARATION PROGRAM (FOR OBTAINING SINGLE SUBJECT TEACHING CREDENTIAL IN PHYSICAL EDUCATION)

The Kinesiology Department offers course work as part of the Subject Matter Preparation Program (SMPP) for obtaining a Single Subject Credential (K-12) in Physical Education. In addition to the requirements for a major in Kinesiology (which includes the Teacher Education advising track described above), all credential candidates must complete the following courses with a minimum grade of "C" (2.0). A grade point average of 2.75 in the major and cumulative is required for admission to the fifth-year teacher education program.

Additional Requirements: Subject Matter Preparation Program in Physical Education (23 units)

Dance 101 Introduction to Dance (3) (May count as General Education Category III.B.1.)

OR Dance 471 Creative Dance for Children (3)

Ed Sec 304 Personal Proficiency in Educational Technology for Secondary Teachers (3)

Ed Sec 310 The Teaching Experience: Participation (3)

Ed Sec 320 Adolescence and Education (3) (May count as a General Education Category IV)

Ed Sec 330 Developing Literacy in Secondary Schools (3)

Ed Sec 340 Diversity in Secondary Schools (3)

Health Science 102 Prevention and First Aid (2) (or current CPR/First Aid Cert)

Kinesiology 120 Gymnastics (1)

Kinesiology 494 Practicum (2) (Co-requisites for Kinesiology 386 and 387)

Advisement

The department offers guidance for students considering a teaching career, available through the Kinesiology Teacher Education Coordinator. Prospective students should consult with the Teacher Education Coordinator as early as possible in order to plan and acquire needed experiences prior to entry into the Teacher Education Program. The university program for meeting basic requirements for the teaching credential with a specialization in Physical Education can be found elsewhere in this catalogue (see Teaching Credential Programs).

Admission to Teacher Education

In addition to the requirements set forth in the Teaching Credential Programs and in the Department of Secondary Education, the Department of Kinesiology requires candidates to complete the SMPP and to submit an application for the teaching program. A screening committee evaluates candidates' qualifications based on grade point average, required SMPP course work, experiences with children and adolescents, having passed the California Basic Education Skills Test (CBEST) and other criteria. In addition, the candidate must be available for a personal interview by the Kinesiology Teacher Education Committee. Applications to the Teacher Education Program may be submitted when all required SMPP courses are completed or are in progress. More information is available from the Secondary Education Admissions Office.

Acceptance into the program allows the candidate to enroll in the following Fall-Spring semester sequence:

Fall semester (15 units):

Ed Sec 410, 440S, 440F; Kinesiology 442, 449E

Spring semester (16 units):

Ed Sec 460; Kinesiology 449I and 449S

MINOR IN KINESIOLOGY

A kinesiology minor consists of 24 units of approved course work. All courses for the minor must be taken for a letter grade and completed with "C" (2.0) or better. Students are encouraged to meet with the Kinesiology Academic Advisement Center for assistance in developing a cohesive set of courses that would best support their educational, career, or personal goals.

Performance Courses (3 units)

Three courses (1 unit each) must be taken from any three of the following areas: Fitness, Martial Arts/Combatives, Aquatics, Individual Sports, Team Sports, or Racquet Sports.

Required Courses (9 units)

Kinesiology 202 Introduction to Kinesiology (3)

Kinesiology 210 Human Anatomy and Physiology (3)

Kinesiology 260 Movement Anatomy (3)

Upper-Division Electives (Select 12 units)

Kinesiology 300 Principles of Human Movement (3)

Kinesiology 325 Theories of Coaching (3)

Kinesiology 348 Physiology of Exercise (3)

Kinesiology 351 Principles of Strength and Conditioning (3)

Kinesiology 353 Physical Activity and Lifelong Well-being (3)

Kinesiology 371 Human Motor Control and Learning (3)

Kinesiology 380 History and Philosophy of Human Movement (3)

Kinesiology 381 Sport, Games and Culture (3)

Kinesiology 383 Psychology of Sport and Physical Activity (3

Kinesiology 386 Movement and the Child (3)

Kinesiology 387 Movement and the Adolescent (3)

MASTER OF SCIENCE IN KINESIOLOGY

The graduate program in Kinesiology provides a broad, comprehensive study of the varied aspects of human movement. Movement across the entire lifespan is observed and studied from mechanical, physiological, psychological, sociocultural, behavioral, instructional, and professional points of view.

The course work for the degree is designed to: (1) provide students with background knowledge and experience for professional careers in a variety of areas including clinical exercise science, fitness and health promotion, gerokinesiology, pedagogical studies, and sport studies, and/or (2) to prepare students for further graduate study in one or more of the sub-disciplines of kinesiology: biomechanics, exercise physiology, motor control/learning, philosophical perspectives, sports psychology, or sociocultural perspectives.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Admission Requirements

All graduate degree applicants must meet the university requirements for admission, which include a baccalaureate degree from an accredited institution with a grade-point average of at least 2.5 in the last 60 semester units attempted. To be admitted into the graduate program in Kinesiology, a student must further submit to the Kinesiology graduate program: (1) transcripts showing an undergraduate degree in Kinesiology, Exercise Science, or Physical Education with a grade-point average of at least 3.0 in upper-division major coursework; (2) Graduate Record Exam scores general test; (3) a 500-word essay describing the applicant's academic preparation and goals in the area of intended study within the degree program; and (4) two letters of recommendation. Screening of fall semester applicants begins March 1; screening of spring semester applicants begins November 1.

Students who meet the general university requirements, but do not meet the Kinesiology degree requirements, may apply to the university for postbaccalaureate-unclassified standing. Any student without an undergraduate degree in Kinesiology, Exercise Science, Physical Education, or a related field must complete a prescribed set of undergraduate coursework (usually about 12 units) with a grade-point average of at least 3.0. Any student with a grade-point average deficiency must complete additional undergraduate coursework as specified by the Kinesiology graduate program adviser. Once all admission requirements are subsequently met, a change of program may be requested from postbaccalaureate-unclassified standing to conditionally classified in Kinesiology.

Classified Standing

Classified standing requires the development of a study plan (see below) approved by the faculty adviser, graduate studies committee, kinesiology graduate program adviser, and office of graduate studies. No more than nine units of graduate work taken before classification may be included on the study plan. Any changes to the study plan after classified standing is granted must be approved in advance, in writing, by the Kinesiology graduate program.

Advancement to Candidacy

Advancement to candidacy is attained by requesting a graduation check in the semester prior to graduation (see class schedule for deadlines) and receiving subsequent approval from the graduate studies adviser on the grad check completion review form, mailed by the Graduate Studies Office. Students not completing requirements by the graduation date specified on the original graduation check must contact the Graduate Studies Office.

Graduate Advisement

Students should consult with the Kinesiology graduate studies adviser for general information regarding the program. Upon acceptance to the program, students choose or are assigned a faculty adviser who assists in developing the study plan. Thesis/project advisers are selected in consultation with the student, faculty adviser, and potential thesis/project chair. Students may not register for thesis/project without the consent of the thesis/project chair.

GRADUATE STUDY PLAN

The graduate degree in Kinesiology consists of a total of 30 units, at least 18 units of which must be 500 level. Once accepted into the program, each student must create an adviser-approved study plan before completing nine units of work. With adviser approval, up to nine units of 400/500-level course work may be included on the study plan that was taken at another university or in another department at Cal State Fullerton.

The study plan must include Kinesiology 508 and Kinesiology 510 (which fulfills the graduate level writing requirement), and at least two advanced study courses-one in the students major academic area of interest and one in a minor or supporting academic area. The study plan also must include 15 units of electives selected from one of six advisement tracks: clinical exercise science, fitness and health promotion, gerokinesiology, pedagogical studies, performance enhancement/sport psychology/sport studies, or special studies. Finally, the study plan must include one of three culminating experience options: a thesis, a project, or a comprehensive examination.

Core Course Requirements (9 units)

Kinesiology 508 Statistical Methods in Kinesiology (3)

Kinesiology 510 Research in Kinesiology (3)

Kinesiology 597/598 Project/Thesis (3) or Comprehensive Examination*

*Students who select the Comprehensive Examination shall be required to complete an additional adviser-approved 500-level course in Kinesiology (3 units).

Advisement Track Requirements (21 units)

The remaining 21 units of course work is to be selected from one of the following six advisement tracks: (1) Clinical Exercise Science, (2) Fitness and Health Promotion, (3) Gerokinesiology, (4) Teacher Education/Pedagogical Studies, (5) Sport Studies, or (6) Special Studies. Advanced study courses are required within each track, as well as recommended electives.

KINESIOLOGY COURSES

Courses are designated as KNES in the class schedule.

Students may sign up for only one section of a given performance activity in any semester. This applies to Kinesiology 100, 102 through 167, 214A, 214B, and 246A. Thus a student may take Kinesiology 102A Beginning Jogging and Kinesiology 112B Intermediate Surfing since jogging and surfing are different activities; however, signing up for multiple tennis courses is not permitted.

100 – 167 Performance Courses (1)

100 Physical Conditioning; 102A Beginning Jogging; 103 Fitness Walking; 110A Beginning Swimming; 110B Intermediate Swimming; 110C Advanced Swimming; 112A Beginning Surfing; 112B Intermediate Surfing; 117A Beginning Bowling; 117B Intermediate Bowling; 119A Beginning Golf; 119B Intermediate Golf; 119C Advanced Golf; 120A Beginning Gymnastics; 120B Intermediate Gymnastics; 120C Advanced Gymnastics; 130A Beginning Badminton; 130B Intermediate Badminton; 131A Beginning Tennis; 131B Advanced-Beginning Tennis; 131C Intermediate Tennis; 131D Advanced Tennis; 132A Beginning Racquetball; 132B Intermediate Racquetball; 144 Aerobic Exercise and Weight Control; 145 Cardio Kick-Boxing; 146 Weight Training; 151A Beginning Aikido; 152A Beginning Karate; 153 Wushu: Chinese Martial Arts; 154 Self Defense; 155A Beginning Fencing; 156 Tai Chi; 161 Slow Pitch Softball; 161B Intermediate Slow Pitch Softball; 164A Beginning Volleyball; 164B Intermediate Volleyball; 164C Advanced Volleyball; 165A Beginning Soccer; 165B Intermediate Soccer; 167B Intermediate Basketball; 167C Advanced Basketball. Performance courses are primarily instructional. Beginning, intermediate, and advanced sections are offered for most performance courses. Students who already possess proficiency in an activity should consider the course chosen from the standpoint of the level of skill development that may be encountered, standards of proficiency expected and their own ability level. Initial assessment and determination will be made by the course instructor. May be repeated for credit up to six times.

170 – 189 Intercollegiate Sports (2)

Prerequisite: consent of coach. An inter-collegiate activity in individual or team sports in an educational setting under the direction of a coach.

170 Gymnastics – Women Only; 172 Cross Country – Men and Women; 174 Track-Field – Men and Women; 175 Tennis – Women Only; 176 Wrestling – Men Only; 177 Fencing – Men and Women; 178 Basketball – Men and Women; 179 Baseball – Men Only; 180 Soccer – Men and Women; 185 Volleyball - Women Only; 186 Softball – Women Only. May be repeated for credit. Offered Credit/No Credit only.

190 Team Management (2)

Prerequisites: consent of coach and department chair. Field experience in the management of an intercollegiate sport. May be repeated for maximum of eight units of credit. (Credit/No Credit only)

200 Introduction to Athletic Training (3)

Practical skills acquisition for the treatment, prevention and care of sports-related injuries. Basic required course for all students admitted to the Athletic Training Education Program. (2 hours lecture, 2 hours activity)

202 Introduction to Kinesiology (3)

An introduction to the study of human movement, including its role in daily life, its place in higher education, and professional career opportunities in areas related to sport, movement, exercise, and fitness. Examines the multiple ways of knowing and studying human movement with a focus on the subdisciplines within kinesiology.

210 Human Anatomy and Physiology (3)

(Same as Biology 210)

214A Basic Scuba (3)

Prerequisites: ability to swim 400 yards, tread water one minute and swim 25 yards underwater. Skin and scuba diving, theory of diving, safety procedures and ocean environment. Open Water Basic Scuba Certification earned with successful completion. (1 hour lecture, 4 hours pool activity/ocean dives)

214B Intermediate Scuba (3)

Prerequisite: Open Water Scuba Certification. Application of scuba diving, including photography, navigation, salvage, game hunting, night diving and others. Advanced Scuba Certification for successful completion. (1 hour lecture, 4 hours pool activity/ocean dives)

246A Basic Hatha Yoga (2)

Basic Yoga postures, breathing and relaxation techniques, and beginning meditation techniques from theoretical and experiential perspectives. Awareness, concentration and breathing patterns that accompany the movements of Hatha Yoga. (1 hour lecture, 2 hours activity) (Same as Comparative Religion 246A)

246B Intermediate Hatha Yoga (2)

Prerequisites: Kinesiology/Comparative Religion 246A. Intermediate and advanced yoga sequences including postures, breathing practices, meditation techniques and guided relaxation. Yoga philosophy and movement based on various Hatha yoga traditions. (1 hour lecture, 2 hours activity.) (Same as Comparative Religion 246B.)

250 Mental Skills for Sport Performance (3)

Developing an understanding of the mental aspects of sport performance and learning mental skills that can be used to enhance sport performance. (Credit/No Credit only)

260 Movement Anatomy (3)

Prerequisite: Kinesiology/Biology 210 or equivalent. Prerequisite or corequisite: Kinesiology 202. The muscular-skeletal system and its function in human movement. Movement in sports skills and the muscles involved.

268 Clinical Proficiencies in Athletic Training I (1)

Prerequisites: Kinesiology 202 and admission to Athletic Training Education Program. This course is designed to develop a cognitive understanding and a practical knowledge of the various clinical skills required in a first-semester athletic training student.

300 Principles of Human Movement (3)

Prerequisites: Kinesiology 260 and junior or senior standing. Prerequisite or corequisite: Kinesiology 202 and four of required six units of approved performance courses. General movement patterns as applied to sport and human movement.

325 Techniques of Coaching (3)

Prerequisite: junior or senior standing. Factors related to coaching strategies and techniques: philosophy, ethics, legal issues, gender, multicultural and equity issues, leadership, motivation, team management, budget, recruiting, equipment purchase, skill acquisition, season planning, conditioning, nutrition, and drugs.

342 Stress Management (3)

Kinesiology majors may count this course either for the major or for General Education. (Same as Health Science 342)

348 Physiology of Exercise (3)

Prerequisites: Kinesiology 210 or a human physiology course or equivalent and junior and senior standing. Prerequisite or corequisite: Kinesiology 202. Physiological processes in physical activities and the effect of training upon performance.

348L Physiology of Exercise Laboratory (1)

Prerequisite: prior completion or concurrent enrollment in Kinesiology 348. Laboratory techniques in physiology of exercise. (3 hours laboratory)

349 Measurement and Statistics in Kinesiology and Health Science (3)

Prerequisite or corequisite: Kinesiology 202 and junior or senior standing. A study of measurement theory and statistics used in the evaluation of health and human performance, with special focus on the analysis and interpretation of data in different environments. (Same as Health Science 349)

350 Nutrition (3)

Prerequisite: Chemistry 100 or equivalent course and junior or senior standing. (Same as Health Science 350)

351 Principles of Strength and Conditioning (3)

Prerequisites: Kinesiology 260, 348 and junior or senior standing; Kinesiology 300 recommended. Conditioning for those who plan to coach or supervise fitness programs. Circuit training, nutrition, motivation, weight control and kinesiology factors.

352 Principles of Teaching Group Fitness (3)

Prerequisites: Kinesiology 210, 348 and junior or senior standing. Provide content knowledge and practical experience concerned with teaching group fitness. Emphasis will be placed on teaching principles, techniques and safety. A variety of exercise formats will be introduced.

353 Physical Activity and Lifelong Well-Being (3)

Prerequisites: one course from Category III of General Education and junior or senior standing. An integration of physiological, psychological and sociological understandings of the human being in relationship to physical activity as a lifelong pursuit. Topics include physical fitness, nutrition, stress reduction, socialization, and individual differences in human behavior. Health Science majors may count this course either for the major or for General Education. Kinesiology majors may not count this course for General Education. (Same as Health Science 353)

363 Developmental Adaptations of the Atypical (3)

Prerequisites: Kinesiology 300, 348, 364, and junior or senior standing. The study of the disabled whose unique needs in motor development determine their least restrictive environment in physical activity. Programs of games, sports and exercise in diversified settings; legally mandated regulations.

364 Motor Development (3)

Prerequisites: Kinesiology 260 and junior or senior standing. Life span motor development: age, sex, ethnic, cultural and perceptual components, their implications and the main course of action needed in developmental strategies for optimal motor behavior development.

365 Prevention and Care of Athletic Injuries (3)

Prerequisites: Kinesiology 202 and junior or senior standing. Focuses upon immediate observation and examination of injuries. Special emphasis will be placed upon the etiology, pathology, signs, symptoms and complications related to injuries sustained by athletes.

368 Clinical Proficiencies in Athletic Training II (1)

Prerequisites: Kinesiology 268 and junior or senior standing. Knowledge and develop clinical skills related to athletic training, including environmental safety, protective equipment, surface anatomy, palpation skills, special and functional tests, fitness testing techniques, etc.

369 Clinical Proficiencies in Athletic Training III (1)

Prerequisites: Kinesiology 368 and junior or senior standing. Knowledge and develop clinical skills related to athletic training, including environmental safety, protective equipment, surface anatomy, palpation skills, special and functional tests, fitness testing techniques, etc.

371 Human Motor Control and Learning (3)

Prerequisite: Kinesiology 210 or a human anatomy course and junior or senior standing. Prerequisite or corequisite: Kinesiology 202. An examination of the neural, musculoskeletal, and psychological mechanisms underlying the control and learning of movement skills across the lifespan.

373 Advanced Injury Assessment of the Lower Extremity (3)

Prerequisites: Kinesiology 365 and junior or senior standing. This advanced course is designed to develop the knowledge and clinical skills related to the recognition, evaluation, and assessment of pathologies to the lower extremity and lumbar spine.

374 Advanced Injury Assessment for the Upper Extremity (3)

Prerequisites: Kinesiology 365 and junior or senior standing. This is an advanced course intended to develop the knowledge and clinical skills related to the recognition, evaluation, and assessment of pathologies to the upper extremity and cervical spine

375 Management of Sport/Exercise Emergencies (3)

Prerequisite: Kinesiology 202 and junior or senior standing. This course is designed to provide the theoretical, practical, and clinical basis for the recognition, treatment, and management of medical emergencies and catastrophic situations involving the physically active individuals, including athletes.

377 Therapeutic Exercise in Rehabilitation (3)

Prerequisite: Kinesiology 202 and junior or senior standing. This course is designed to provide the theoretical and clinical basis for therapeutic exercise in rehabilitation. Therapeutic exercises as they relate to injury rehabilitation will be developed for student syntheses and understanding.

378 Therapeutic Modalities in Rehabilitation (3)

Prerequisite: Kinesiology 202 and junior or senior standing. This course is intended to provide theoretical, clinical, and practical basis for the use of therapeutic modalities in rehabilitation. Information concerning physical agents and biophysics, indications, contraindications, physiological effects, and applications will be developed.

380 History and Philosophy of Human Movement (3)

Prerequisites: completion of General Education Category II.A and III.B.2 and junior or senior standing. Prerequisite or corequisite: Kinesiology 202. Historical development of thought and practice in athletics, sport, kinesiology, play, dance, and other human movement forms from ancient Greeks to the present. Philosophical theories of human movement relative to personal identity, reality, being, values, and nature of competition.

381 Sports, Games and Culture (3)

Prerequisites: one course from Category III of General Education. Prerequisite or corequisite: Kinesiology 202 and junior or senior standing. Human movement in the cultural milieu. Historical and contemporary interpretations of the role of play, games, sports, dance and recreation in human life.

383 Psychology of Sport and Physical Activity (3)

Prerequisite or corequisite: Kinesiology 202 and junior or senior standing. Introduction to theory and research of psychological processes that influence human performance in numerous movement settings including sport, exercise, and rehabilitation. Topics include individual difference variables (e.g., personality, arousal/anxiety, and motivation), social psychological variables (e.g., aggression, leadership, and group dynamics), and assessment and intervention (e.g., goal setting, cognitive techniques, and behavioral change strategies).

384 Sport Sociology (3)

Prerequisite: Kinesiology 381 and junior or senior standing. Sport and social institutions and social processes. Understanding sport as a social phenomenon.

385 Instructional Analysis of Human Movement (3)

Prerequisites: completion of all six units of Kinesiology performance classes in specified areas (i.e., fitness, aquatics, combatives, individual sports, court/racquet sports, team sports), Kinesiology 300, and junior or senior standing. This course examines variables and principles which contribute to effective observation, analysis, and instruction of human movement skills across the life span.

386 Movement and the Child (3)

Prerequisite: completion of General Education Categories II.A.2 and III.C.1. Characteristics of the child; physical growth and development; basic mechanical principles underlying efficient movement; and programs for physical needs of children in the elementary school.

387 Movement and the Adolescent (3)

Prerequisite: Kinesiology 202 and junior or senior standing. Prepares students to implement physical education programs at the secondary level. Addresses cognitive, affective and psychomotor development; structure, concepts and principles related to human movement and motor learning; concepts related to the design of secondary school movement programs.

396 Physical Education Tutorial (1)

Prerequisite: consent of instructor and tutorial adviser and junior or senior standing. Supervised experience in performance or laboratory situations through tutoring or assisting in instruction. May be repeated for six units of credit. A maximum of three units may be applied toward the major.

405 Worksite Injury Prevention and Rehabilitation (3)

(Same as Health Sci 405)

406 Principles of Sport and Exercise Management (3)

Prerequisite: junior or senior standing. A broad overview of sport/exercise management enterprise, including school, facility, professional, commercial, industrial, corporate management and specialists in marketing, print/electronic media. Job descriptions, professional preparation and placement opportunities are detailed. Portfolio development.

408 Sports Fundraising and Packaging (3)

Prerequisites: Kinesiology 406 and junior or senior standing. Fundraising theories and principles with application to educational, professional and commercial sports. The importance of marketing within the sports setting. Theories and principles as relevant to the intercollegiate and professional athletic leagues.

410 Community and Youth Sports (3)

Prerequisite: Kinesiology 381 and junior or senior standing. Recommended prerequisite: Child and Adolescent Studies 312. An interdisciplinary examination of trends and issues in youth sport, focusing on non-school based community programs. Emphasis is on the structural characteristics of sport and physical activity programs as they pertain to proper development of children and adolescents.

414 Legal Issues in Sport and Exercise (3)

Prerequisite: junior or senior standing. Analysis of the major legal issues involved in the conduct of amateur and professional sport and the teaching and administration of Physical Education. Issues include: coaching, student athlete, sports medicine, officials, spectators, facilities, equipment, and contracts.

430 Applied Sport Psychology (3)

Prerequisites: Kinesiology 383 and junior or senior standing. Application of principles from sport psychology literature to enhance athletes' and coaches' performance.

432 Applied Exercise Psychology (3)

Prerequisites: Kinesiology 383 and junior or senior standing. Understanding and applying the principles from exercise psychology to enhance competencies and skills related to preventive and rehabilitative exercise programs.

442 Teaching Physical Education (3)

Prerequisite: admission to Teacher Education. Objectives, methods and materials of teaching Physical Education K to 12. Required before student teaching. Part of the 12-unit education block and may not be taken separately. (Credit/No Credit only. Requires "B" (3.0) or better for credit.)

449E Externship in Secondary Teaching (3)

To be taken concurrently with Kinesiology 442. See description under Secondary Education. (Credit/No Credit only. Requires "B" (3.0) or better for credit.)

449I Internship in Secondary Teaching (10)

See description under Secondary Education. (Credit/No Credit only. Requires "B" (3.0) or better for credit.)

449S Seminar in Secondary Teaching (2)

See description under Secondary Education. (Credit/No Credit only. Requires "B" (3.0) or better for credit.)

451 Sports Medicine (3)

Prerequisites: junior or senior standing, Kinesiology 348 and 348L. Addresses those alterations in human movement, anatomy, and physiology that are caused by such factors as injury, drugs, and environment.

452 Graded Exercise Testing and Prescription (3)

Prerequisites: junior or senior standing, Kinesiology 348 and 348L; Kinesiology 351 and 451 recommended. Methods of graded exercise testing in the apparently healthy adult. Guidelines for aerobic exercise prescription. Discussion of cardiovascular disease and identification of risk factors.

453 Clinical Exercise Physiology (3)

Prerequisites: Kinesiology 348 and 452, Kinesiology 350 recommended, and junior or senior standing. Application of exercise physiology concepts to clinical/pathological situations in order to determine the therapeutic and functional benefits of physical activity.

454 Physical Dimensions of Aging (3)

Prerequisites: minimum of 6 units of upper-division. Kinesiology courses completed or 6 units from the Gerontology minor and junior or senior standing. Examination of the scientific evidence concerning the relationship between level of physical activity and one's physical, mental and psychological well-being during aging.

455 Functional Performance Assessment and Programming for Older Adults (3)

Prerequisites: Kinesiology 349 and either Kinesiology 353, 371, or 454 and junior or senior standing. This course emphasizes the development of technical and personal skills related to functional performance assessment and to the development and implementation of physical activity programs for healthy and frail older adults.

460 Worksite Health Promotion (3)

(Same as Health Science 460)

461 Biomechanical Analysis of Human Movement (3)

Prerequisites: Kinesiology 300 and junior or senior standing, Physics 211 recommended. An analytical approach to the mechanics of human motion. Quantitative video analysis techniques are introduced and applied to select movement analysis projects.

463 Biomechanics of Musculoskeletal Injury (3)

Prerequisites: Kinesiology 300 and junior or senior standing. Biomechanical analysis of bone, joint cartilage, and callagenous tissue, and of forces and moments acting at the major joints of the human body with specific interest on how these forces contribute to musculoskeletal injuries.

465 Administration and Leadership in Athletic Training (3)

Prerequisites: Kinesiology 365 and junior or senior standing. This course is intended to enable students to comprehend and appraise the many theoretical, legal, moral, ethical, technical, and practical aspects of administration and leadership in sports health care programs, including those in athletic training.

468 Clinical Proficiencies in Athletic Training IV (1)

Prerequisites: Kinesiology 369 and junior or senior standing. This course is designed to develop a cognitive understanding and a practical knowledge of the various clinical skills required of a fourth-semester athletic training student.

469 Clinical Proficiencies in Athletic Training V (1)

Prerequisites: Kinesiology 468 and junior or senior standing. This course is designed to develop a cognitive understanding and a practical knowledge of the various clinical skills required of a fifth-semester athletic training student.

471 Motor Control and Movement Dysfunction (3)

Prerequisites: Kinesiology 371 and junior or senior standing. This course will examine contemporary motor control theories and how they are applied to the development of therapeutic exercise programs for children and adults with balance and movement disorders caused by disease and/or trauma to the neurological system.

480 Women and Sport (3)

Prerequisites: minimum of 15 kinesiology upper-division units completed and junior or senior standing. A multidimensional focus of influences impacting women's competitive and non-competitive sport participation with emphasis on access, inclusion, adherence, benefits/liabilities, and lifelong well being.

494 Practicum (1-3)

Prerequisites: junior or senior standing, consent of faculty sponsor, field supervisor, fieldwork coordinator, and chair. Planning, preparing, coaching, teaching in public school, college, or community physical education or recreation programs. May be repeated for a maximum of six units of credit. Credits not applicable toward major or fifth year work. (Credit/No Credit only).

495 Internship in Kinesiology (3)

Prerequisites: minimum of 12 units of upper-division kinesiology coursework completed, faculty sponsor, field supervisor, fieldwork coordinator and chair consent. Includes seminar for analysis of field experiences including appropriate theory, skills and techniques in addition to supervised experience in an approved fieldwork location agency. Internship must be specific to the discipline of kinesiology. Minimum of 120 hours per semester. Application forms must be completed and approved prior to enrollment. May not be repeated for credit toward the major.

499 Independent Study (1-3)

Prerequisite: minimum of 15 upper-division kinesiology courses completed and junior or senior standing. Topics based on a study plan prepared in cooperation with a faculty supervisor. Culminates in a paper, project, comprehensive examination or performance. Application forms must be completed and approved prior to enrollment. Maximum of three units in any one semester; may be repeated once.

508 Statistical Methods in Kinesiology (3)

Prerequisites: graduate status, Kinesiology 349. Statistical theory, data collection procedures, techniques for analysis and interpretation of data.

510 Research Methods in Kinesiology (3)

Prerequisites: graduate status, Kinesiology 508. The fundamental tools of research. Types of research, process of scientific inquiry and critical analysis of research. Topic selection and development of a research proposal.

516 Advanced Study of the Philosophical Perspective of Human Movement (3)

Prerequisites: graduate status, Kinesiology 380. Methods of the philosophical process of human movement.

550 Graduate Internship (3)

Prerequisites: graduate status, consent of faculty sponsor, field supervisor, field coordinator and chair. On-the-job training experiences supervised by a fully trained practitioner. Minimum of 120 hours per semester plus conferences with faculty sponsor. Application forms must be completed and approved prior to enrollment. Upon completion of the internship, a written evaluation must be submitted. Not open to students on, or subject to, academic probation.

551 Advanced Study in Physiology of Exercise (3)

Prerequisites: graduate status, Kinesiology 348 and 348L. Current issues and research in physiology of exercise with emphasis on physiological control during acute exercise. Includes written, oral and laboratory assignments.

555 Applied Strength and Conditioning (3)

Prerequisites: graduate status, Kinesiology 351 and 551. The anatomical and physiological bases for programs that develop physical fitness and performance.

556 Environment Exercise Physiology (3)

Prerequisites: graduate status, Kinesiology 551. The interrelationship between the physical environment and the human while exercising under different states of fitness and acclimatization.

557 Instructional Strategies in Physical Education and Sport (3)

Prerequisites: graduate status, Kinesiology 371 or 383. Study of theoretical concepts, models, and research on instructional strategies for Physical Education, sport and related professional setting. Highly recommended for graduate students in all concentrations in Physical Education.

558 Advanced Study in Teaching Human Movement (3)

Prerequisites: graduate status, Kinesiology 300 or Kinesiology 371 or consent of the instructor. Provides a general overview of historical perspectives and current trends in pedagogical research and the resultant principles that undergird the science of teaching human movement.

561 Advanced Study in Biomechanics (3)

Prerequisites: graduate status, Kinesiology 461. Advanced methods and concepts associated with the quantification of human movement. Emphasis is placed upon the biomechanical analysis of force plate and three-dimensional video data.

571 Advanced Study in Human Motor Control and Learning (3)

Prerequisites: graduate status, Kinesiology 371. In-depth study of contemporary trends and issues in motor control/learning research. Emphasis on application of research to practice.

580 Advanced Study in Sport and Exercise Psychology (3)

Prerequisites: graduate status, Kinesiology 383. Current issues and research in sport and exercise psychology. Topic areas include motivation, personality, leadership and group dynamics, attention/concentration, exercise adherence/compliance, sport and exercise injury, and behavioral change strategies.

581 Consultation in Applied Sport Psychology (3)

Prerequisites: Kinesiology 383 and 430, and graduate standing. Explores factors related to effective consultation for enhancing athletic performance. Knowledge of consultation issues will be derived from the existing best practices and literature with the purpose of drawing practical applications for the new professional.

582 Advanced Study in Sociocultural Perspectives of Human Movement (3)

Prerequisites: graduate status and Kinesiology 384. An in-depth study of the theories and methods of the sociocultural perspective and their application to the study of human movement phenomena.

597 Project (3)

Prerequisites: graduate classified status, Kinesiology 510, successful completion of an oral presentation of the project, and signature of all committee members on or before the census date of the semester in which the student elects to enroll. Directed independent inquiry. Not open to students on, or subject to, academic probation.

598 Thesis (3)

Prerequisites: graduate classified status, Kinesiology 510, successful completion of an oral presentation of the thesis, and signatures of all committee members on or before the census date of the semester in which the student elects to enroll. Student will select and have approved a research proposal, conduct the research, and prepare a formal analysis and report. May be repeated. Not open to students on, or subject to, academic probation.

599 Graduate Independent Research (1-3)

Prerequisites: graduate status, Kinesiology 510, and consent of the faculty adviser and chair. Student research in a specific area of human movement studies. Application forms must be completed and approved prior to enrollment. Upon completion of the research, a written report must be submitted. Not open to students on, or subject to, academic probation. Maximum of three units in any one semester; may be repeated once.



Latin American Studies

College of Humanites and Social Sciences

PROGRAM COORDINATOR

Sandra M. Pérez-Linggi

PROGRAM OFFICE

Humanities 420A

WEBSITE

http://hss.fullerton.edu/latinamerican/

PROGRAMS OFFERED

Bachelor of Arts in Latin American Studies

Minor in Latin American Studies

PARTICIPATING FACULTY

Ruth Capelle (Art), Isaac Cardenas (Chicana/o Studies), James Dietz (Economics), Dagoberto Fuentes (Chicana/o Studies), Ana Garza (Education), Ron Harmon (Modern Languages), Juan Carlos Gallego (Modern Languages), Joanne Gass (English), Nancy Porras Hein (Chicana/o Studies), Irene Lange (Marketing), Heather McCrea (History), Robert Voeks (Geography), Bruce Wright (Political Science), Phillipe Zacair (History)

ADVISER

Sandra M. Pérez-Linggi

INTRODUCTION

Latin America is our closest neighbor and is a developing region with vast potential. Countries range in size from the Dominican Republic to resource-rich Brazil, which is larger than the continental United States.

By pursuing a broad yet in-depth course of study, Latin American Studies students are well equipped to enter many fields and occupations as teachers in the United States or Latin America, as business people sensitive to Latin American history and culture, or as journalists, lawyers, and doctors where contact with Latin America or Latin Americans in the United States is important.

The Latin American Studies major is designed to provide an in-depth, interdisciplinary understanding of Latin America. Majors develop language proficiency in both Spanish and Portuguese and have a broad range of courses from which to choose in anthropology, art, Chicana/o studies, economics, history, geography, political science, and modern languages and literatures. The major is well-suited for: (1) students who wish to pursue careers which require residence in or knowledge of Latin America (e.g., business, journalism, government); (2) those who plan to teach Spanish and/or social sciences in the secondary schools; and (3) students who wish to pursue graduate work in Latin American studies or other disciplines where a Latin American specialization would be helpful (e.g., political science, economics, history).

BACHELOR OF ARTS IN LATIN AMERICAN STUDIES

The Bachelor of Arts in Latin American Studies requires a minimum of 120 units, which includes courses for the major, General Education, all university requirements, and free electives.

Prior to graduation, each student must demonstrate a critical and in-depth understanding of Latin America from an interdisciplinary perspective reflected in the courses that make up the major. The student must complete either a capstone experience through one of the 400-level elective courses offered or the capstone course (once approved and offered). Students completing the capstone experience will identify and complete a project under the supervision and guidance of the instructor of the 400-level course (e.g., research paper, Power Point presentation, poster, community service project) which must have a writing component. Once the capstone project is completed, the student should submit a copy of the written portion of the project to the Program Coordinator. When offered, students may enroll in the variable topic Latin American Studies Capstone Course as an option in fulfilling the requirement.

Foundation Courses

All majors should develop a language proficiency level equivalent to Spanish 204 and Portuguese 102. Completion of this requirement will exempt students from the Second Language Graduation Requirement.

Students with no language background should take:

Spanish 101 Fundamental Spanish - A (5)

Spanish 102 Fundamental Spanish - B (5)

Spanish 203 Intermediate Spanish - A (3)

Spanish 204 Intermediate Spanish - B (3)

Portuguese 101 Fundamental Portuguese - A (4) (usually offered in the Fall)

Portuguese 102 Fundamental Portuguese - B (4) (usually offered in the Spring)

A student with knowledge of Spanish and/or Portuguese may be able to meet part or all of the foundation course requirements after evaluation by the Department of Modern Languages and Literatures.

Required Fields of Study

Upper-Division Writing Requirement (3 units)

English 301 Advanced Composition (3)

Language (3 units)

Spanish 301 Advanced Grammar and Composition (3)

OR Portuguese 317 Advanced Conversation and Composition (3)

History and Culture (9 units)

Spanish 316 Introduction to Spanish American Civilization (3)

OR Portuguese 325 Contemporary Brazilian Civilization (3)

Latin Amer Studies 300 Topics in Latin America (3)

Three units in upper-division Latin American History (3)

Social Science (6 units) selected from two departments

Anthropology 325 Peoples of South America (3)

Anthropology 423 The Ancient Maya (3)

Anthropology 424 The Aztecs and Their Predecessors (3)

Economics 333 Economic Development: Analyses and Case Studies (3)

Economics 334 Economics of Latin America and the Caribbean (3)

Geography 333 Latin America (3)

Upper-division Latin American Political Science courses when offered

Elective Fields of Study

Twelve units selected from three or more of the following groupings chosen in consultation with the program coordinator:

Culture

Anthropology 325 Peoples of South America (3)

Anthropology 423 The Ancient Maya (3)

Anthropology 424 The Aztecs and Their Predecessors (3)

Chicana/o 302 Ancient Mexican Culture (3)

Chicana/o 303 Cultural Differences in Mexico and the Southwest (3)

Chicana/o 353 Mexico Since 1906 (3)

Comparative Religion/Chicana/o 367 Latino Spirtuality and Religion (3)

Geography 452 Ecotourism (3)*

Latin Amer Studies/Chicana/o 350 Mexican Life and Culture (3) (offered only as part of CSUF La Paz program.)

Portuguese 317 Advanced Conversation and Composition (3)

OR Spanish 301 Advanced Grammar and Composition (3)

Portuguese 320 Introduction to Luso-Brazilian Culture and Civilization (3)

Portuguese 325 Contemporary Brazilian Civilization (3)

OR Spanish 316 Introduction to Spanish-American Civilization (3)

Spanish 416 Contemporary Spanish-American Culture (3)

Fine Arts and Literature

Art 460 Pre-Columbian Art (3)

Art 462 Latin American Art from 1800 to the 1950s (3)

Art 480T Selected Topics in Art History (3)*

Chicana/o 304 Music of Mexico (3) (Same as Music 304)

Chicana/o 330 Evolution of Mexican Literature (3)

Chicana/o 333 Mexican Literature Since 1940 (3)

Chicana/o 336 Main Trends in Spanish-American Literature (3)

Spanish 440 Spanish-American Literature to Modernismo (3)

Spanish 441 Spanish-American Literature Since Modernismo (3)

Spanish 466 Spanish Phonology and Dialectology (3)

Spanish 485T Senior Seminar: Topics in Spanish-American Literature (3)

History and Politics

History 350 History of Latin American Civilization (3)

History 449 Race, Ethnicity and Gender in latin America (3)

History 451 Colonial Period of Latin America (3)

History 452 20th-Century Brazil (3)

History 453 History of Mexico (3)

History 454 19th Century Latin America: Era of Nation Building (3)

History 455 Latin America Since 1945 (3)

Upper-division Latin American Political Science courses when offered.*

Geography and Economics

Economics 333 Economic Development: Analyses and Case Studies (3)

Economics 334 Economics of Latin America and the Caribbean (3)

Geography 333 Latin America (3)

Latin American Studies

Latin American Studies 399 Directed Studies (1-3)

MINOR IN LATIN AMERICAN STUDIES

The minor in Latin American studies is designed to complement other majors for which a focus on Latin America can be beneficial (e.g., history, international business, communications, Spanish, economics and political science). Prospective secondary teachers may find this minor particularly attractive. The minor requires proficiency in either Spanish or Portuguese, as defined above for the major; 3 units of cultural history (Latin Amer Studies 300, History 350 or Spanish 316 or Portuguese 325); and 9 units of approved electives from at least two departments listed below; or from the Latin American Studies "Elective Fields of Study" list.

Anthropology 423 The Ancient Maya (3)

Anthropology 424 The Aztecs and Their Predecessors (3)

Anthropology 325 Peoples of South America (3)

Art 460 Pre-Columbian Art (3)

Art 462 Latin American Art from 1800 to the 1950s (3)

Art 480T Selected Topics in Art History (3)*

Chicana/o 302 Ancient Mexican Culture (3)

Chicana/o 303 Cultural Differences in Mexico and the Southwest (3)

Chicana/o 304 Music of Mexico (3) (Same as Music 304)

Chicana/o 330 The Evolution of Mexican Literature (3)

*Latin American focus only.

Chicana/o 333 Mexican Literature Since 1940 (3)

Chicana/o 336 Main Trends in Spanish-American Literature (3)

Chicana/o 340 Mexican Intellectual Thought (3)

Chicana/o 353 Mexico Since 1906 (3)

Economics 333 Economic Development: Analysis and Case Studies (3)

Economics 334 Economics of Latin America and the Caribbean (3)

Geography 333 Latin America (3)

History 451 Colonial Period of Latin America (3)

History 452 20th-Century Brazil (3)

History 453 History of Mexico (3)

History 454 19th Century Latin America: Era of Nation Building (3)

History 455 Latin America Since 1945 (3)

Upper-division Latin American Political Science courses when offered*

Portuguese 310 Portuguese in the Business World (3)

Portuguese 317 Advanced Conversation and Composition (3)

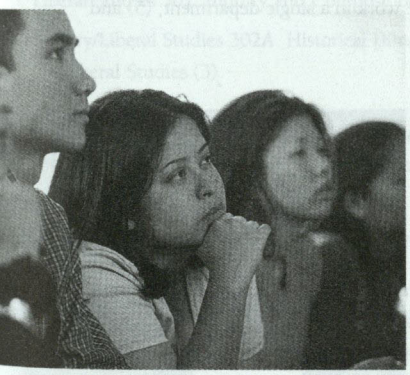
Portuguese 320 Introduction to Luso-Brazilian Culture and Civilization (3)

Portuguese 325 Contemporary Brazilian Civilization (3)

Spanish 301 Advanced Grammar and Composition (3)

Spanish 310 Spanish in the Business World (3)

Spanish 316 Introduction to Spanish-American Civilization (3)



Spanish 416 Contemporary Spanish-American Culture (3)

Spanish 440 Spanish-American Literature to Modernismo

Spanish 441 Spanish-American Literature Since Modernismo (3)

Spanish 466 Spanish Phonology and Dialectology (3)

Spanish 485T Senior Seminar: Topics in Spanish-American Literature (3)

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*Latin American focus only.

LATIN AMERICAN STUDIES COURSES

Course are designated as LTAM in the class schedule.

300 Topics in Latin America (3)

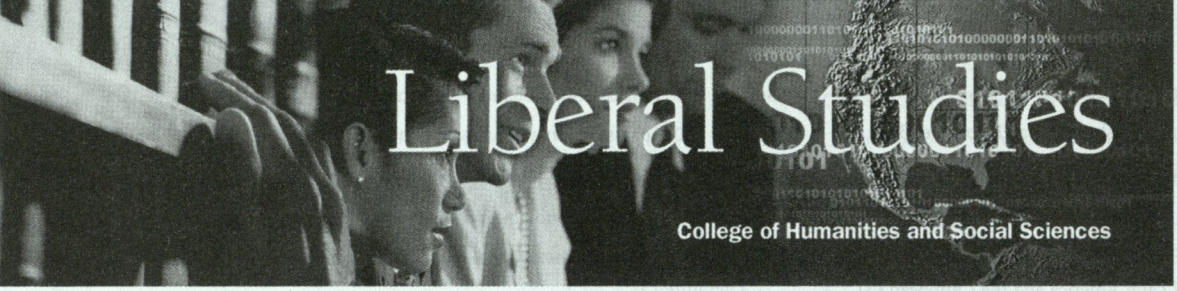
Prerequisite: completion of General Education Category III.C.1. An interdisciplinary examination and discussion of the history, geography, peoples, and major issues of Latin America from pre-Colonial times to the present.

350 Mexican Life and Culture (3)

Prerequisite: Completion of General Education category III.C.1. Introduction to Mexican culture and civilization. Students study contemporary Mexican society by focusing on social, political, environmental, cultural and historical issues. Course requires travel to La Paz, Baja California, Mexico and will only be offered in summer or intersession. Letter grade or credit/no credit. (Same as Chicana/o 350)

399 Directed Study (1-3)

Prerequisite: approval of program coordinator. Supervised individual or small group study as an elective. May be repeated for credit with different content.



Liberal Studies

College of Humanities and Social Sciences

DEPARTMENT CHAIR

James R. Hofmann

DEPARTMENT OFFICE

Education Classroom 622

DEPARTMENT WEBSITE

http://hss.fullerton.edu/liberal/

PROGRAMS OFFERED

Bachelor of Arts in Liberal Studies

Minor in Liberal Studies

FACULTY

Emily Bonney, April Bullock, Ronald Clapper, Mark Fischer, Margaret Garber, Joseph Gonzalez, James Hofmann, Edward Maine, Craig McConnell, Andrea Patterson, Angeles Sancho-Velazquez, Terri Snyder, Bradley Starr

ADJUNCT FACULTY

Jane Hipolito (English and Comparative Literature), Gaylen Carlson (Geological Sciences), Bruce Weber (Chemistry and Biochemistry), James Woodward (History)

ADVISERS

Emily Bonney, April Bullock, Ronald Clapper, James Hofmann, Craig McConnell, Terri Snyder, Bradley Starr

INTRODUCTION

Liberal Studies is an interdisciplinary department that integrates concepts from the humanities and arts, the natural sciences and the social sciences. Some core courses trace the historical development of these areas of knowledge in their intellectual and cultural context. The broad framework of these courses will enable students to see the whole range of human knowledge. Other core courses compare and contrast the methods and underlying assumptions of the humanities and arts, the natural sciences and the social sciences, and explore the ways in which these disciplines communicate. The critical thinking and communication skills these courses develop provide students with the self-confidence that comes from being able to express one's ideas clearly and effectively both orally and in writing. The core courses use a combination of lecture, discussion and seminar to make the student not only a well-rounded, well-educated person, but also a more independent thinker and a more creative human being.

The major in Liberal Studies is designed for students who desire the broadest possible liberal education: (1) as preparation for teaching all subjects in the elementary school classroom; (2) as an alternative approach to careers in business; (3) as preprofessional preparation for entry into professional schools in the health sciences, law, ministry, etc.; (4) as a means of obtaining specific occupational requirements that cannot be met from course work in a single department; (5) and as a source of personal growth and development.

AWARDS IN LIBERAL STUDIES

The Outstanding Elementary Education Plan Student Award and the Outstanding Thematic Plan Student Award go to the outstanding graduating senior in each plan.

MULTIPLE SUBJECT CREDENTIAL PROGRAM

In addition to completing their B.A. in Liberal Studies, students seeking a Multiple Subject (Elementary) Credential need to enter a state-approved Multiple Subject Credential Program.

The Bachelor's Degree in Liberal Studies may be effectively combined with subject matter studies necessary for the multiple subject teaching credential (K-8). Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

STREAMLINED TEACHER EDUCATION PROGRAM

Designed for freshmen planning to be teachers, students in the Streamlined Teacher Education Program (STEP) combine their bachelor's degree requirements with credential program courses to earn both the degree and the preliminary credential in an efficient, well-planned program. For a special education credential, one additional semester is required. Students in STEP complete the requirements for the bachelor's degree in either Child and Adolescent Development or Liberal Studies and the requirements for a Professional (preliminary) Multiple Subject Credential (for teaching elementary school) and/or an Education Specialist Credential (for teaching special education).

Students in STEP benefit from early field experience in K-12 classrooms, regular contact with faculty members from their major departments and from the education departments, and regular

advisement and support throughout the program. Students in STEP also have multiple opportunities to meet and work with other students in the program, facilitating their social connections with other students with similar career aspirations.

Transfer students may also participate in STEP. To be well-positioned to participate in the program, they must seek advisement from their community college counselors as early in their academic careers as possible. Students in this program must take a particular pattern of courses to satisfy General Education Program requirements. Transfer students should check the Center for Careers in Teaching website for more information.

For further information about STEP, please visit the Center for Careers in Teaching (CCT) website at www.fullerton.edu/cct or visit the CCT directly in H 113.

BACHELOR OF ARTS IN LIBERAL STUDIES

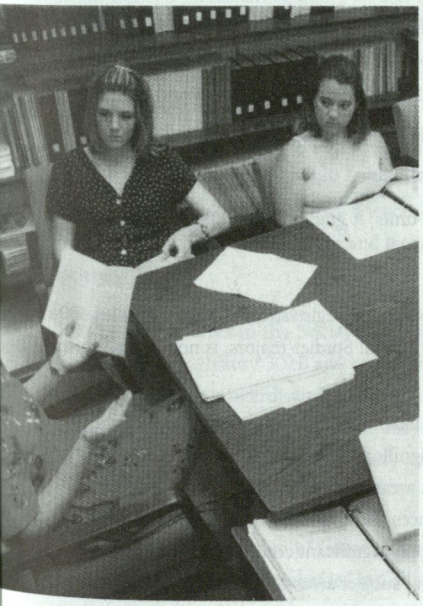
The Bachelor of Arts in Liberal Studies requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives. The 27 units of core courses are required of all majors. In addition, students must take the 24-unit option under either the Elementary Education Plan or the Thematic Plan. Each course counted for the major must be completed with a grade of "C" (2.0) or higher.

Core Courses (27 units)

Liberal Studies 300 Introduction to Liberal Studies (3)

Liberal Studies 301 Inquiry and Composition in Liberal Studies (3)*

History/Liberal Studies 302A Historical Dimension of Liberal Studies (3)



History/Liberal Studies 302B Historical Dimension of Liberal Studies (3)

Liberal Studies 303 Liberal Studies in the Humanities and Arts (3)

Liberal Studies 304 Liberal Studies in the Sciences (3)

Liberal Studies 305 Liberal Studies in the Social Sciences (3)

Liberal Studies/ Philosophy 401 Knowledge in the Arts and Sciences (3)

*Fulfills the course requirement of the university upper-division baccalaureate writing requirement for Liberal Studies majors.

One of the following Senior Seminars:

Liberal Studies 485 Senior Seminar in Cultural Diversity (3)

Liberal Studies 486 Senior Seminar in Humanities and Arts (3)

Liberal Studies 487 Senior Seminar in Evolution and Creation (3)

Liberal Studies 488 Senior Seminar in Environmental Studies (3)

Liberal Studies 489 Senior Seminar in Gender Issues (3)

Liberal Studies 490 Senior Seminar in Great Books (3)

Liberal Studies 491 Senior Seminar in Literature and Science (3)

Sequence of Core Courses

Because the core curriculum is designed as an integrated whole and builds upon the student's general education, there is an order in which these courses need to be taken and there are certain prerequisites for them. Introduction to Liberal Studies (Liberal Studies 300) and the Historical Dimension of Liberal Studies come first. The only prerequisite for Introduction to Liberal Studies is the completion of General Education Category I. The Historical Dimension of Liberal Studies 302A requires completion of General Education Category II.A, but transfer students who have not had a course in western civilization or world history will be able to take History 110A (110B) and 302A (302B) concurrently. The Historical Dimension of Liberal Studies 302A, with a grade of at least "C" (2.0), is a prerequisite for The Historical Dimension of Liberal Studies 302B.

The Historical Dimension of Liberal Studies 302B is a prerequisite for Liberal Studies 303, 304, and 305 because Liberal Studies in the Humanities and Arts, Liberal Studies in Science, and Liberal Studies in the Social Sciences pick up the historical developments where History of Liberal Studies 302B leaves off. Since the courses in these three areas also integrate what the student has learned from general education, completion of General Education Category III.B.1&2 (including Music 101 or an equivalent course or background in basic music theory) is required for Liberal Studies 303; completion of General Education Category III.A.1&2 is required for Liberal Studies 304; and completion of III.C.1 is required for Liberal Studies 305.

Knowledge in the Arts and Sciences and the Senior Seminar come last. Liberal Studies 401 or Philosophy 401 require the completion of Liberal Studies 304 and either Liberal Studies 303 or Liberal Studies 305. The Senior Seminar requires senior standing, the completion of 90 units of college work. Some of the senior seminars have additional prerequisites. Students may take whichever senior seminar they prefer.

Elementary Education Plan (24 units)

The Elementary Education Plan, which is designed for students seeking an elementary or multiple subjects teaching credential, provides academic preparation in many of the subject areas taught in the elementary school.

English 303 The Structure of Modern English (3)**

OR English/Linguistics 206 Language Structure and Language Use (3)

One of the following**

English 110 Literature of the Western World from Ancient through Medieval Times (3)

English 111 Literature of the Western World from the Renaissance through the 19th Century (3)

English 211 British Literature to 1760 (3)

English 212 British Literature from 1760 (3)

English 221 American Literature to Whitman (3)

English 222 American Literature from Twain to the Moderns (3)

Comparative Literature 324 World Literature to 1650 (3)*

Comparative Literature 325 World Literature from 1650 (3)*

English 341 Children's Literature (3)*

OR Theatre 311 Oral Interpretation of Children's Literature (3)*

Mathematics 303A,B Fundamental Concepts of Elementary Mathematics (3,3)**

Science Ed 410 Physical Science Concepts (3)

OR Science Ed 453 Life Science Concepts (3)

One of the following courses in Cultural Diversity in the Social Sciences*: Afro-Ethnic 304, 310, 311; American Studies 301, 395, 450; Anthropology 350, Asian American Studies 300, 340, 342; Chicano 305, 331; Geography 332; Human Comm 320; Sociology 357; Women's Studies 302.

One of the following courses in Visual and Performing Arts: Art 380, Dance 471, Music 333, 433, Theatre 402A.

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*These courses will also count toward meeting the upper-division requirement for general education.

**In exceptional cases substitutes may be made with the approval of the department chair.

Thematic Plan (24 units)

The Thematic Plan is designed for students who have broad interests that expand beyond the confines of a single department. For these students, the ability to construct their own area of interdisciplinary study by taking advanced course work in several disciplines may be more beneficial than restricting their study to one of the various majors offered by the university. The Thematic Plan does not duplicate any existing major, and does not consist of a random collection of courses. It is a well-thought-out, highly individualized group of courses that, even though they come from various departments, have a common subject, focus, or interest.

Thematic Plan students may center their course work on an academic interest or may select courses that prepare them for later professional training or for specific careers.

The Personalized Coordinated Program (21 units)

Students are allowed to select, in consultation with a liberal studies adviser, 21 units of upper-division course work from various departments for the purpose of pursuing an interdisciplinary problem, theme, or issue.

To ensure breadth of knowledge, students are allowed to take (a) no more than 9 units from a single department and (b) no more than 15 units from a single area of knowledge (humanities and arts, science, social sciences). Students should have their study plan approved by a liberal studies adviser prior to taking course work.

The Senior Project (3 units)

To aid Thematic Plan students in integrating and synthesizing the knowledge from the specially selected courses in their personalized coordinated program, they will be required to complete a senior project (such as a thesis or a creative work) by enrolling in three units of independent study (499) under a professor of their own choosing. Since that professor will be responsible for evaluating the project, students sign up for independent study in that professor's department. Before asking a professor to direct their project, students should see a liberal studies adviser for help in preparing a project proposal. Once the professor who has agreed to direct the project has signed the project proposal form, a liberal studies adviser must also sign the proposal form, indicating that the project is relevant to the personalized coordinated program.

Second Language Graduation Requirement

Except for students in the Streamlined Teacher Education Program (STEP), students studying for a Bachelor of Arts in Liberal Studies who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.) STEP students are exempt from this requirement.

MINOR IN LIBERAL STUDIES

Students who wish to minor in Liberal Studies complete the following courses:

History/Liberal Studies 302A* The Historical Dimension of Liberal Studies (3)

History/Liberal Studies 302B The Historical Dimension of Liberal Studies (3)

Liberal Studies 303 Liberal Studies in the Humanities and Arts (3)

Liberal Studies 304 Liberal Studies in the Sciences (3)

Liberal Studies 305 Liberal Studies in the Social Sciences (3)

Total units required: 15 units. A grade of "C" (2.0) or better is required in each course.

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*Prior completion or concurrent registration in Liberal Studies 300, although a requirement for Liberal Studies majors, is not a requirement for Liberal Studies minors.

Students who minor in Liberal Studies are expected to attain a general understanding of significant concepts, themes and figures in the three general subject areas covered by the major: the arts and humanities, the social sciences and the natural sciences. Students learn to analyze, evaluate, and apply significant concepts, themes and arguments from the three general subject areas of Liberal Studies. Students should be able to recognize interdisciplinary connections among the three subject areas and synthesize parallel interdisciplinary connections among the three subject areas and synthesize parallel developments within them. They also learn to communicate effectively, in particular by being able to: (1) write clearly and correctly, and (2) analyze and present ideas and subject material coherently.

LIBERAL STUDIES COURSES

Courses are designated as LBST in the class schedule.

100 Introduction to the Humanities (3)

This course is an interdisciplinary introduction to the humanities as a set of related disciplines that apply conceptual, critical, historical, and linguistic analyses to advance our understanding of what it means to be human.

300 Introduction to Liberal Studies (3)

Prerequisite: completion of General Education Category I. Focusing on the natural world as theme, introductory exploration of values and modes of inquiry and expression in the arts and humanities, natural and social sciences.

301 Inquiry and Composition in Liberal Studies (3)

Prerequisite: Liberal Studies 300. Exploration of selected thematic interconnections between the arts and humanities, sciences and social sciences through reading, discussion and composition. Satisfies the upper-division writing course requirement for majors in Liberal Studies.

302A Historical Dimension of Liberal Studies (3)

(Same as History 302A)

302B Historical Dimension of Liberal Studies (3)

(Same as History 302B)

303 Liberal Studies in the Humanities and Arts (3)

Prerequisites: Music 101 or equivalent, History 302B, and completion of General Education Category III.B.2. An interdisciplinary approach to the humanities and arts which examines their purposes, structures and major developments in this century.

304 Liberal Studies in the Sciences (3)

Prerequisites: History 302B and completion of General Education Category III.A.1. and 2. An interdisciplinary introduction to the character and aims of 20th century science, current theories and knowledge, and the role of science and technology in contemporary society.

305 Liberal Studies in the Social Sciences (3)

Prerequisites: History 302B and completion of General Education Category III.C.1. An interdisciplinary introduction to modern social science in which major thinkers, ideas, movements and problems will be approached historically, comparatively and analytically.

310 The California Experience (3)

Prerequisite: Completion of General Education Category III.C.1. This course examines seven themes in California studies. Students will explore the California experience through readings, films and music and three writing assignments that ask them to research one topic each in the arts/humanities, social sciences and natural sciences in California. (Same as History 310)

333 Evolution and Creation (3)

(Same as Philosophy 333)

401 Knowledge in the Arts and Sciences (3)

(Same as Philosophy 401)

485 Senior Seminar in Cultural Diversity (3)

Prerequisites: senior standing, Liberal Studies 305, and completion of General Education cultural diversity category. An intensive interdisciplinary study of the historical and cultural experiences of racial and ethnic groups in America. Emphasizes student-led discussions.

486 Senior Seminar in Humanities and Arts (3)

Prerequisites: senior standing and Liberal Studies 303. Intensive interdisciplinary study of selected topics in the humanities and arts. Integrates and builds upon previous classes in Liberal Studies and emphasizes student-led discussions.

487 Senior Seminar in Evolution and Creation (3)

Prerequisites: senior standing and History 302B. An interdisciplinary examination of the relationship between evolutionary biology and the theology of divine creation. Traces the development of both perspectives from the pre-Darwinian period to the modern era. Emphasizes critical reading of texts and student-led discussions.

488 Senior Seminar in Environmental Studies (3)

Prerequisites: senior standing and Liberal Studies 304 or 305. An interdisciplinary seminar involving the examination and analysis of environmental problems from the perspectives of the natural sciences and the social sciences. Students participate in class discussions and write papers on environmental topics.

489 Senior Seminar in Gender Issues (3)

Prerequisites: senior standing and Liberal Studies 305. Intensive interdisciplinary study of gender issues in the modern period. Emphasizes student-led discussions.

490 Senior Seminar in Great Books (3)

Prerequisites: senior standing and History 302A,B. Intensive study of important books from early civilization to the present. Develops critical reading of texts, clear expression of ideas and integration of knowledge. Emphasizes student-led discussions.

491 Senior Seminar in Literature and Sciences (3)

Prerequisites: senior standing and Liberal Studies/History 302B. An interdisciplinary examination of the relationships between literary and scientific communities, and of literature as a forum for the critique, appraisal, and assessment of science in culture.

499 Independent Study (1-3)

Prerequisites: consent of instructor and approval by Liberal Studies department chair. Individually supervised studies and/or projects. May be repeated once for credit.



Linguistics

College of Humanities and Social Sciences

INTRODUCTION

Linguistics is the study of language. Like other rapidly developing fields, linguistics resists simple classification into one of the traditional categories of academic disciplines. As one of the humanities, linguistics is concerned with the historical development of a particular language or language family. As a social science, linguistics may be related to anthropology in describing language as part of culture; or it may be related to physics in describing phonetics; it may even be considered a natural science, related to the physical science of acoustics and the biological sciences of anatomy and physiology. As an applied science, linguistics has found many applications in fields as far apart as language pedagogy, speech therapy, and computer programming. Finally, linguistics may be considered a formal science in its own right, related to mathematics and logic.

The interdisciplinary aspects of linguistic study are reflected in the organization of the program which offers a core of general linguistics courses and draws upon linguistically related courses in other departments.

Graduates use the major in linguistics for a liberal arts base in language-related fields. With advanced work, they enter teaching, language research, translation, and linguistic field work, as well as such professional fields as law or teaching English as a second language.

The Bachelor of Arts is for students with an exceptional interest in and aptitude for the study of language. The essential relationships between language and thought and language and culture, the structure of modern languages as well as English, the historical study of language, and formal techniques and methodologies are the theoretical foundations of linguistic analysis.

The M.A. in Linguistics builds upon a foundation of undergraduate study in linguistics and allied areas, such as foreign languages, English language, anthropology, human communication and related areas in psychology and philosophy. The program emphasizes strong preparation in general linguistics and offers the opportunity to specialize in one of several areas.

The relationship between linguistics and other disciplines and the application of its techniques, findings and insights to such activities as language teaching are treated in interdisciplinary courses and seminars.

Student Awards

Each year the program honors an outstanding undergraduate student with the Award for Excellence in Undergraduate Linguistics. The Patricia Bruner Memorial Award is awarded annually to a student in the M.A. program in recognition of a distinguished graduate project or academic record.

BACHELOR OF ARTS IN LINGUISTICS

The B.A. in Linguistics requires a minimum of 120 units which includes courses for the major, General Education, all university requirements, and free electives. A grade of "C" (2.0) or better is required in all courses applied to the major.

Language Requirement

Linguistics majors are required to take two progressive semesters of any two languages or four progressive semesters of any one language. Completion of this requirement will exempt students from the Second Language Graduation Requirement.

Core Requirements (15 units)

Linguistics 351 Introduction to Linguistic Phonetics and Phonology (3)

Linguistics 406 Descriptive Linguistics (3)

Linguistics 408 Syntax (3)

PROGRAM COORDINATOR

Alan Kaye

PROGRAM OFFICE

University Hall 323

DEPARTMENT WEBSITE

http://hss.fullerton.edu/linguisics

PROGRAMS OFFERED

Bachelor of Arts in Linguistics

Minor in Linguistics

Master of Arts in Linguistics

FACULTY

Juan Carlos Gallego (Modern Languages), Angela Della Volpe (English), Janet Eyring (Modern Languages), Ronald Harmon (Modern Languages), Alan Kaye (English), Kurt P. Kitselman (Human Communication), Thomas P. Klammer (English), Edith C. Li (Human Communication), Keiji Matsumoto (Modern Languages), Franz Müller-Gotama (English), James Santucci (Comparative Religion), William R. Smith (Psychology), Setsue Shibata (Modern Languages), Arden Thorum (Human Communication), Richard Lee Wiseman (Human Communication)

ADVISERS

Undergraduate: Alan Kaye

Graduate: Franz Müller-Gotama

Linguistics 412 Sociolinguistics (3)

Linguistics 430 Historical Linguistics (3)

Electives (18 units)

Two must be from linguistics upper-division courses other than those listed as required above; and four may be selected from linguistics upper-division courses or from the courses listed below:

Child Development 312 Human Growth and Development (3)

English 303 The Structure of Modern English (3)

Modern Languages, any upper-division course (3)

Philosophy 368 First Course in Symbolic Logic (3)

Psychology 415 Cognitive Processes (3)

Students must consult with an adviser in linguistics before establishing their individual programs of study. Other courses in the university may be taken as electives with the permission of the adviser.



MINOR IN LINGUISTICS

The minor in linguistics provides a solid introduction to the scientific study of language for students in a related major field. Students are required to take: Linguistics 106, Linguistics 351 and Linguistics 406. In addition, 12 units in elective courses selected with the approval of the undergraduate adviser are required. It is thus possible to tailor the minor to individual needs in rounding out a course of study in the student's major area of specialization.

MASTER OF ARTS IN LINGUISTICS

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

Requirements include a bachelor's degree from an accredited institution and a minimum GPA of 2.50 in the last 60 semester units attempted.

Graduate Standing: Classified

Classified graduate standing requires a bachelor's degree in Linguistics or a related field from an accredited institution with at least 3.0 grade-point average in the major courses provided that a minimum of 24 units of upper-division course work is included.

If the student holds a bachelor's degree in a major other than Linguistics, 24 units of upper-division course work in Linguistics with a minimum of 3.0 grade-point average must have been completed. Included among the 24 units of course work must be the following courses or their equivalents:

Linguistics 351 Introduction to Linguistic Phonetics and Phonology (3)

Linguistics 406 Descriptive Linguistics (3)

Linguistics 408 Syntax (3)

Linguistics 412 Sociolinguistics (3)

Linguistics 430 Historical Linguistics (3)

A student who has not completed one or more of the preceding four courses may enroll in the required course(s) concurrently with graduate course work in the program.

If the student lacks the prerequisite number of linguistics courses, they must be made up before commencing the master's degree program, with at least a 3.0 GPA in such makeup course work. In the event that the student's GPA in prerequisite Linguistics courses is less than 3.0, six to nine units of probationary, adviser-approved course work may be assigned. If the GPA in these probationary courses is 3.0 or better, the student may be classified. Some courses taken to make up qualitative deficiencies may be credited toward the M.A., if completed with a grade of "B" (3.0) or better, and if applicable to the student's particular study plan. Courses taken to remove quantitative deficiencies may not be applied to the M.A. program.

Knowledge of one foreign language is required (equivalent of Modern Languages 317 course). Students without course work in a foreign language may demonstrate proficiency by a score of average or better on the MLA-ETS Proficiency Examination for Advanced Students. Work toward fulfillment of this requirement may be taken concurrently with graduate work in linguistics.

Modifications of certain prerequisite requirements may be permitted in exceptional circumstances.

A study plan must be developed and approved for admission to classified graduate standing.

M.A. STUDY PLAN REQUIREMENTS

Descriptive and Historical Linguistics (15 units)

Linguistics 501 Research Methods and Bibliography (3)

Linguistics 505 Phonological Analysis (3)

Linguistics 507 Grammatical Analysis (3)

Linguistics 508 Theories of Syntax (3)

Linguistics 530 Graduate Seminar: Historical Linguistics (3)

Specialized Electives (9 units)

Course work selected from any one of the following five areas of specialization, including other courses in the university with the approval of the adviser:

Applied Linguistics

English 303 Structure of Modern English (3)

FLED 532 Technology and Second Language Learning (3)

French 466 Introduction to French Linguistics (3)

French 599 Independent Graduate Research (1-3)

German 466 Introduction to German Linguistics (3)

German 599 Independent Graduate Research (1-3)

Linguistics 305 The English Language in America (3)

Linguistics 307 Speech/Language Development (3)

Linguistics 416 Anthropological Linguistics (3)

Linguistics 599 Independent Graduate Research (1-3)

Spanish 466 Spanish Phonology and Dialectology (3)

Spanish 467 Spanish Morphology and Syntax (3)

Spanish 468 Spanish/English Bilingualism and Language Contact (3)

Spanish 599 Independent Graduate Research (1-3)

TESOL 468 Language Transfer and TESOL (3)

TESOL 509 Advanced Principles of TESOL: Listening/Speaking (3)

TESOL 510 Advanced Principles of TESOL: Reading and Writing (3)

TESOL 515 Pedagogical Grammar in TESOL (3)

TESOL 527 Second Language Acquisition (3)

TESOL 560 Second Language Assessment (3)

Anthropological Linguistics

Anthro 599 Independent Graduate Research (1-3)

Linguistics 416 Anthropological Linguistics (3)

Linguistics 599 Independent Graduate Research (1-3)

TESOL 400 Fundamentals in TESOL (3)

TESOL 468 Language Transfer and TESOL (3)

Analysis of Specific Language Structures

English 599 Independent Graduate Research (1-3)

French 466 Introduction to French Linguistics (3)

French 500 Graduate Seminar: Advanced Structure and Style (3)

French 530 Graduate Seminar: Historical Linguistics (3)

French 599 Independent Graduate Research (1-3)

German 466 Introduction to German Linguistics (3)

German 500 Graduate Seminar: Advanced Structure and Style (3)

German 530 Graduate Seminar: Historical Linguistics (3)

German 599 Independent Graduate Research (1-3)

Japanese 466 Introduction to Japanese Linguistics (3)

Japanese 468 Japanese-English Contrastive Analysis (3)

Linguistics 599 Independent Graduate Research (1-3)

Spanish 466 Spanish Morphology and Dialectology (3)

Spanish 500 Graduate Seminar: Advanced Structure and Style (3)

Spanish 530 Graduate Seminar: Historical Linguistics (3)

Spanish 599 Independent Graduate Research (1-3)

TESOL 468 Language Transfer and TESOL (3)

Communication and Semantics

Anthro 599 Independent Graduate Research (1-3)

Human Comm 599 Independent Graduate Research (1-3)

Linguistics 416 Anthropological Linguistics (3)

Linguistics 417 Psycholinguistics (3)

Linguistics 442 Changing Words: History, Semantics and Translation (3)

Linguistics 599 Independent Graduate Research (1-3)

Disorders of Communication

Human Comm 461 Audiology and Audiometry (3)

Human Comm 472 Voice and Craniofacial Disorders (3)

Human Comm 475 Fluency Disorders (3)

Human Comm 599 Independent Graduate Research (1-3)

Linguistics 307 Speech/Language Development (3)

Linguistics 369 Language, Sex Roles, and the Brain (3)

Linguistics 417 Psycholinguistics (3)

Linguistics 599 Independent Graduate Research (1-3)

Linguistics or a Related Field Elective (3 units)

Linguistics 597 Project (3 units)

A minimum of 15 units in 500-level courses is required. Satisfactory completion of a written comprehensive examination is required at the conclusion of the program. The examination may be repeated only once. A reading list for the examination and specifications for the project are available in the program office.

For further information, consult the graduate adviser.

LINGUISTICS COURSES

Courses are designated as LING in the class schedule.

106 Language and Linguistics (3)

The nature of language, its origin and development; language in culture, the structure of language and its systems of writing and transcription, and its application to other areas of humanistic and scientific knowledge.

108 Linguistics and Minority Dialects (3)

The sounds, meanings and vocabulary of Afro-American, Chicano, and other English dialects and their historical origin. (Same as Chicana/o Studies 108 and Afro-Ethnic Studies 108)

301 Sanskrit (3)

An introduction to the Devanagari script as well as the phonology, morphology and syntax of the Sanskrit language. A reading knowledge of Sanskrit will be the main goal of the course. (Same as Comparative Religion 301)

305 The English Language in America (3)

(Same as English 305)

307 Speech/Language Development (3)

(Same as Human Communication 307)

351 Introduction to Linguistic Phonetics and Phonology (3)

The nature and structure of sound systems in language. A thorough investigation of the International Phonetic Alphabet as applied to many different languages including English. Language Acquisition (L1) and Language Learning (L2); analytic methods and techniques.

360 Nonverbal Communication (3)

Prerequisite: Linguistics 106 or Human Communication 100. The physical actions, gestures and changes in the physiognomy that occur together with language and paralanguage in human communication; substitutions for language and modifications of it in varying cultures. (Same as Human Communication 360)

369 Language, Sex Roles, and the Brain (3)

Examines how gender socialization is reflected in the structure and use of language and whether gender differences in language are biologically based or a consequence of sex roles.

406 Descriptive Linguistics (3)

A study of the sounds (phonology), forms and meanings (morphology), and syntax of languages. Examples and problem-solving in various languages will be emphasized. (Same as Anthropology 406)

408 Syntax (3)

Prerequisite: one of the following: Linguistics 106, 406, or English 303. The study of sentence structure in human language. Practice in syntactic analysis in a variety of languages.

412 Sociolinguistics (3)

Prerequisite: Linguistics 406 or equivalent. Social dialects in relation to the surrounding communities. Social stratification, acculturation, language maintenance, standardization, language planning and language change.

416 Anthropological Linguistics (3)

(Same as Anthropology 416)

417 Psycholinguistics (3)

(Same as Psychology 417)

430 Historical Linguistics (3)

Prerequisite: Linguistics 406 or its equivalent. The comparative method in diachronic linguistic methodology and theory, graphemics, glottochronology, language families, dialect geography and internal reconstruction. Fulfills the course requirement of the university upper division baccalaureate writing requirement for linguistics majors.

442 Changing Words: History, Semantics, and Translation (3)

Prerequisite: Linguistics 351 or 430. Study of etymology, related problems of lexicography and translation. Recent developments in theory of semantic change as related to cultural shifts. Emphasis on words, collocations, idioms. (Same as English 442)

492 Linguistic Fieldwork (3)

Prerequisite: Linguistics 351 or 406. Methodology and practice of linguistic analysis and language description as practiced in the field. Data collection and processing of a non-Indo-European linguistic structure using native informants. May be repeated for credit.

499 Independent Study (1-3)

Supervised projects with consent of program coordinator. Topic varies with the student. May be repeated for credit.

501 Research Methods and Bibliography (3)

Prerequisites: graduate standing and Linguistics 406, or equivalent. Principal books, periodicals and collections in general linguistics, specific languages and related fields; techniques of preparing research papers and field reports in linguistics. Must be taken prior to Linguistics 597.

505 Phonological Analysis (3)

Prerequisites: Linguistics 351 and 406. Phonological systems that occur in languages; emphasis on terminology used to describe changes in the system and processes affecting it; problem solving of selected language data.

507 Grammatical Analysis (3)

Prerequisite: Linguistics 406. Word formation in a variety of languages with emphasis on the terminology used to describe morphological representation on various levels; problem solving of selected language data. (Same as Anthropology 507)

508 Theories of Syntax (3)

Prerequisite: Linguistics 408 or equivalent. Contemporary theories of grammar, such as transformational-generative, with emphasis on theoretical problems in the analysis of language structure.

509 Advanced Principles of TESOL: Listening/Speaking Focus (3)

(Same as TESOL 509)

510 Advanced Principles of TESOL: Reading/Writing Focus (3)

(Same as TESOL 510)

530 Graduate Seminar: Historical Linguistics (3)

Prerequisite: Linguistics 430 or its equivalent. The history of language, including principles and techniques for the historical study and classification of individual languages and language families, writing systems, lexicostatistical methods and linguistic geography.

597 Project (3)

Prerequisite: Linguistics 501. Preparation and completion of an approved project

599 Independent Graduate Research (1-3)

Prerequisites: graduate standing and consent of program coordinator. May be repeated for credit.



Management

College of Business and Economics

INTRODUCTION

Managers are needed in a wide variety of different types of organizations – business and non-business, large and small, foreign and domestic. In all of these organizations, managers need technical, human and conceptual skills to help achieve organizational goals.

Management courses are designed to teach the fundamental principles underlying organizations, to emphasize education which will improve students' thought processes, to provide familiarity with the analytical tools of management, and to develop in the student an ability to use the techniques involved in analyzing and evaluating managerial problems and making sound decisions.

Students may pursue a wide variety of academic and career interests through three different management emphases. These emphases include: (1) general management, (2) human resources management, and (3) operations management. The entrepreneurship concentration is also housed in the management department.

Advisers

The Business Advising Center, Langsdorf Hall 731, provides information on admissions, curriculum and graduation requirements; registration and grading procedures; residence and similar academic matters. In addition, the Management Department provides advising on career opportunities within the Management and Entrepreneurship Concentrations:

Entrepreneurship	Michael Ames
General Management	Farouk Abdelwahed
Organization Behavior/Human Resources	Sharon Purkiss
Operations Management	Seungwook Park
Graduate Program	Gus Manoochehri

Credential Information

For students interested in a teaching credential, the Management Department offers courses which may be included in the Subject Matter Preparation and Supplementary Authorization Programs for secondary teaching.

Further information on the requirements for teaching credentials is found in the Teaching Credential Programs section of this catalog and is also available from the Department of Secondary Education. Students interested in exploring careers in teaching at the elementary or secondary school levels should contact the Office of Admission to Teacher Education (714-278-3411).

Awards in Management

The Gus Berger Award/Operations Management

The H. Peter Guertin/APICS Orange County Chapter Scholarship

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

See "Business Administration Degrees, Concentrations in Entrepreneurship and Management."

MASTER OF BUSINESS ADMINISTRATION

See "Business Administration, MBA Specialist Plan."

DEPARTMENT CHAIR

Gus Manoochehri

DEPARTMENT OFFICE

Langsdorf Hall 640

DEPARTMENT WEBSITE

www.business.fullerton.edu/mamagement

PROGRAMS OFFERED

Bachelor of Arts in Business Administration

- Concentration in Entrepreneurship
- Concentration in Management

Master of Business Administration

- Concentration in Entrepreneurship
- Concentration in Management

FACULTY

Farouk Abdelwahed, Michael Ames, Thomas Apke, Liz Biewen, Peng Chan, Ellen Dumond, Treena Gillespie, Gamini Gunawardane, Thomas Johnson, Jina Kang, Reza Karim, Brian Kleiner, Elliot Kushell, Brian Lee, Gus Manoochehri, Thomas Mayes, Tai Oh, Seungwook Park, Sharon Purkiss, Richard Parry, Goli Sadri, Charles Smith, Don Smith, Hamid Tavakolian

MANAGEMENT COURSES

Courses are designated as MGMT in the class schedule.

246 Business and Its Legal Environment (3)

Examines laws and regulations affecting the business environment and managerial decisions including the legal system and methods of dispute resolution. Topics include torts, crimes, contracts, product liability, business organization, employment, antitrust, environmental protection; incorporates ethical considerations and international perspectives. Uses case studies.

339 Principles of Management and Operations (3)

Prerequisites: all lower-division business core courses. Corequisites: Business Admin 301 and InfoSys/DecSci 361A. This course integrates selected general management concepts with operations management concepts and techniques. Emphasis is placed on the development of competencies required for effective planning, designing, operating, controlling and improving processes that produce and deliver quality goods and services.



340 Organizational Behavior (3)

Prerequisites: General Education in Social Sciences. Corequisites: Business Admin 301 and InfoSys/DecSci 361A. Social and cultural environments of business. Business ethics. Communication, leadership, motivation, perception, personality development, group dynamics and group growth. Human behavior and organizational design and management practice in American and world wide business.

343 Human Resource Management (3)

Prerequisites: Business Admin 301 and Management 340 or equivalent. A survey of the Human Resource Management function in organizations. Topics include the following: Selection, Recruiting, Training, Compensation and Performance Appraisal.

346 International Law for Business (3)

Prerequisite: Management 246 or equivalent. Study of the international legal environment in which firms operate. Case studies in the areas of treaties and laws, EU, NAFTA, international contracts, regulation of imports, exports and competition, government policies, enforcement of property rights and issues involving ethical responsibilities.

348 Commercial Law (3)

Prerequisite: Management 246 or equivalent. The philosophy, institutions and role of law and ethical considerations in commercial transactions. Case studies in sales, storage and shipment of goods, commercial paper, debtor and creditor rights and remedies, bankruptcy, secured transactions and suretyship.

349 Law for Small Business (3)

Prerequisites: Business Admin 301 and Management 246. The philosophy, institutions, and role of law and their practical applications in the areas of interest to the small business person. Product liability, consumer rights, workers' compensation and other topics.

350 International Business and Management (3)

Prerequisite: Management 339 or Management 340. This is the fundamental course in international business and international management. It seeks to provide an overview of international business and emphasizes a managerial approach which involves examining the various roles of managers in an international setting.

421 Operations and Systems Design (3)

Prerequisite: Management 339. Key management methodologies for design of high-performing service and manufacturing organizations. Focus is on achieving competitiveness and profitability through excellent management of service and product design, process analysis and reengineering, capacity and facility planning, work systems, and technology management.

422 Operations Planning and Control (3)

Prerequisite: Management 339. Presents the concepts and techniques to plan output, schedule product and employees, manage inventory, and coordinate activities to better meet customer demand. The use of ERP systems is discussed. Uses cases, research projects, and/or computer software.

423 Purchasing and Supply Management (3)

Prerequisites: Management 339. Addresses the operational and strategic role of purchasing/supply management in organizations. Develops skills and knowledge in supplier selection/evaluation, negotiation, cost/price analysis, contract management, global sourcing, commodity analysis, value analysis. Exercises, cases, guest speakers will be used.

425 Quality Management and Improvement (3)

Prerequisite: Management 339. Measurement and improvement of productivity and quality in organizations. Focus on problem-solving and process management tools. Case analyses and research projects address issues of people and technology. Learn how to improve your organization: manufacturing or service, department or company.

427 Management of Technology and Innovation (3)

Prerequisites: Management 339. Focuses on strategic and operational management of technology and innovation decisions, activities, interfaces, policies and programs in contemporary organizations. Issues such as technology development/deployment, innovation dynamics and strategic/economic payoffs are discussed.

430 Integrated Supply Chain Management (3)

Prerequisites: Management 339 (or equivalent) and Marketing 351. Study of managing materials, capital and information flows throughout multiple organizations in a supply chain from acquisition of materials to delivery of finished goods and services to the final customers. Presentation and case studies on various issues in supply chain management.

432 Staffing (3)

Prerequisite: Management 343 or equivalent. This course examines the theories and techniques related to employee staffing. Topics include the following: planning, legal issues, job analysis, measurement, internal and external recruitment and selection, and decision-making.

433 Current Issues in Human Resource Management (3)

Prerequisite: Management 343. Contemporary concepts and procedures in compensation and staffing. Current topics and controversial issues of critical importance to human resource management will be covered.

434 Compensation (3)

Prerequisite: Management 343 or equivalent. This course focuses on the development of equitable compensation and benefit programs in order to retain a productive workforce. Topics include the following: job analysis and evaluation, pay structures, salary survey, individual compensation, incentive systems, and benefits.

435 Management of Service Organizations (3)

Prerequisite: Management 339. This course presents a highly focused set of concepts required for the successful management of service organizations. Subjects included are service concepts, service delivery processes, strategic positioning, service personnel and technologies, global/regulatory issues, work and quality systems, and performance metrics.

440 Emerging Issues in Management (3)

Prerequisites: Management 339 and 340. For upper-division and graduate students. Business and management in America. The interrelationships of technological, economic, political and social forces with the business enterprises and their ethical obligations to owners, employees, consumers and society at large. Open to nonbusiness majors.

441 Labor-Management Relations (3)

Prerequisite: Management 340. Impact of labor-management relations upon labor, management, and the public. Proper grievance procedure, collective bargaining and settlement of disputes.

443 Team Leadership Skills (3)

Prerequisites: Management 339 and 340 or equivalent. Managerial skills in group dynamics as they relate to team performance. Cultural diversity including value differences and perception. Leadership: problem solving, idea generation, communications and conflict management. Organization change and designs that enhance team effectiveness.

444 Project Management (3)

Prerequisite: Management 339. This course presents the principles and techniques of effective project management. It focuses on managerial, organizational and behavioral concepts as well as effective tools, techniques and software for planning, communications, coordination and control of the project.

445 Employment Law (3)

Prerequisites: Management 246. Corequisite: Management 343. The study of legal and ethical issues of the employment relationships and environment. Case studies in the area of agency, independent contractors, responsibilities of managing offers, the hiring process, discrimination, wages, hours and benefits, termination, OSHA, workers compensation and other regulations affecting employment. International implications of employment will also be discussed.

446 Entertainment Business Law (3)

Prerequisite: Management 246. Study of the legal/business issues of the Entertainment Industry. Topics include: Copyright, trademark, publicity and privacy right, artistic credit, defamation, entertainment contracts, creator control, moral rights, entertainment guilds, business and legal representation of artists, performing rights societies and government regulation.

447 Internet Legal Issues (3)

Prerequisites: Management 246; junior, senior or graduate standing in Business Administration. Study of the legal and ethical issues relating to the internet and information technology. Case studies in the areas of intellectual property, e-commerce, on-line contracting, taxation, securities, privacy, obscenity, defamation, information security, network crimes, and global issues.

449 Seminar in Strategic Management (3)

Prerequisites: Business Admin 301, all other College of Business and Economics core courses and departmental approval. Integrative cases from top management viewpoint. Administrative processes, ethical-legal-economic implications of business decisions, international applications; organization theory and policy formulation. Individual and team efforts.

455 Cross-Cultural Management (3)

Prerequisite: Management 339 or Management 340. This course is designed to challenge you to develop a more comprehensive understanding of the ways in which culture affects management decisions. Not available for graduate degree credit.

461 Entrepreneurial Management (3)

Prerequisites: Accounting 201B and Management 339 for CBE students. Accounting 201A and Business Admin 301 for non-CBE students. How to plan organize and control new ventures. Emphasis on setting up business level strategy and corresponding systems to improve venture performance. Casework, research and fieldwork with selected local businesses. Not applicable for graduate degree credit.

464 Entrepreneurial Leadership (3)

Prerequisite: Management 340 for CBE students. Coverage of leadership roles, organizational development and human resource management of new ventures. Emphasis on setting up systems to improve venture performance that comply with related laws and regulations. Casework, research and fieldwork with selected local businesses. Not applicable for graduate degree credit.

465A New Venture Creation and Funding (3)

Prerequisites: Management 461, Marketing 462, Accounting 463, Management 464 or consent of instructor How to develop product and service concepts for new ventures, test the concepts, set business strategy, design operating systems, and develop financial forecasts, while complying to related laws and regulations. Venture teams will prepare business plans and make funding presentations.

465B New Venture Launch (3)

Prerequisite: Management 465A. Venture teams will launch new ventures. The new ventures may be start up businesses or new profit centers within existing businesses. Final report and oral presentation on venture results.

480 Global Strategic Management (3)

Prerequisites: Business Admin 301, completion of all other International Business core courses and departmental approval. This course deals primarily with the conceptualization, formulation, and implementation of successful global business strategies. Other topics include managing cultural differences, strategic alliances, and strategies for the Pacific Rim and Europe.

495 Internship (1-3)

Prerequisites: six units of upper-division management courses including Management 339; concentration in management or international business; consent of department internship adviser; at least junior standing, 2.5 GPA and one semester in residence at the university. Planned and supervised work experience. May be repeated for credit up to a total of six units. Credit/No Credit only.

499 Independent Study (1-3)

Prerequisites: senior standing and approval by the Department Chair. Open to qualified students desiring to pursue directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

515 Management of Information in the Corporate Environment (3)

Prerequisite: classified CBE status. Review and application of management information systems in business. System planning, system design and analysis, use of files, decision support systems, expert systems, and implementation of management information systems.

516 Organizational Theory and Management of Operations (3)

Prerequisites: classified CBE status, InfoSys/DecSci 514 (may be taken concurrently), Accounting 510, Econ 515. Modern organization theory and application in utility-creating operations. Interpersonal behavior, planning, control, organizing, directing, communication, production and information systems, and measures of effectiveness. International applications. Business ethics and relationships to society and politics. Graduate discussion and research reports.

518 Legal Environment of Business (3)

Prerequisite: classified CBE status. Law applicable to business institutions and inherent in business decisions with consideration of the ethical, social and political influences as they affect business organizations and operations both here and abroad; nature and sources of law, the judicial system and case studies in areas of enforceable agreements, products liability, employment, business organizations and trade regulation.

520 International Legal Environment of Business (3)

Prerequisite: classified CBE status. Study of the international legal environment in which firms operate. Case studies in the areas of treaties and laws. World Trade Organization, EU, NAFTA, international contracts, dispute resolutions, regulation of imports, export and competition, government policies, enforcement of property rights and issues involving ethical responsibilities.

524 Seminar in Organizational Behavior and Administration (3)

Prerequisites: classified CBE status, Management 516 and 518 or equivalent. Human behavior in organizations, studies in organizational theories, and administrative action.

525 Seminar in Team Leadership Skills (3)

Prerequisite: Management 524 or equivalent (with instructor's consent). Graduate seminar and workshop to develop hands-on leadership skills to manage high-performance work teams. Topics include methods for self-awareness, making oral presentations, interviewing, stress management, supportive communication, problem solving, influencing and motivating others, managing conflict, empowering, delegating, and team building.

535 Production/Operations Management (3)

Prerequisites: Management 516 and InfoSys/DecSci 514. An in-depth study of selected POM topics. Discussions of the operations function role and its importance, identification of the problem areas, and reviewing of the related concepts and techniques, including computer applications. Emphasizing the current POM topics of interest to top management.

539 Supply Chain Management: Making E-Business Happen (3)

Prerequisite: Management 516 or equivalent. This course briefly introduces the mechanics and impact of E-business and then focuses on the development of the E-supply chain, a key component of E-business. It discusses the strategic design of E-business and the supply chain, methods of integration throughout the supply chain, and the means by which to develop differentiation of competitive advantage through the supply chain. Articles and cases from both services and manufacturing will be used.

540 New Venture Leadership and Management (3)

Prerequisite: Management 516. Coverage of leadership roles, organizational development and human resource management, planning, and control issues for new ventures. Emphasis on setting up operations, and engaging human resources, to better serve customers and improve venture performance. Casework, research and fieldwork with selected local businesses.

542 Labor and Employment Relations Seminar (3)

Prerequisites: classified CBE status, Management 516 and 518. An exploration and review of traditional labor relations as well as the developing issues in employment relations involving non-union employees, with a special focus on the various ways of resolving both labor and employment disputes. The seminar will explore collective bargaining, bargaining by objectives, dispute resolution methods in both interest and rights disputes: arbitration, mediation, and fact-finding of both traditional labor disputes involving salaried and professional employees.

543 Seminar in Human Resource Management (3)

Prerequisites: classified CBE status, Management 516 and 518. Cases, problems and significant personnel administration literature in personnel administration and human relations.

547 Comparative Management (3)

Management practices and processes in five geographical areas; market-structures and management characteristics different from those in the United States. Constraints which vary between countries because of cultural, legal, economic and/or political differences.

581 Entrepreneurship and New Ventures (3)

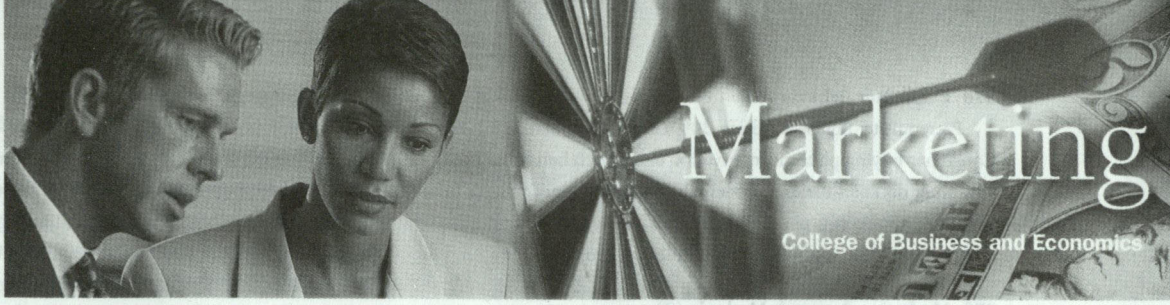
Prerequisites: classified CBE status and all MBA foundation course-work except Business Admin 590. Advanced application of business administration techniques for the planning, financing, capitalization and operation of emerging, fast growth business. Casework, research and fieldwork with selected local businesses.

582 Organizational Development and Change (3)

(Same as Political Science 582)

599 Independent Graduate Research (1-3)

Prerequisites: classified CBE status, consent of instructor, consent of the department chair and Associate Dean. May be repeated for credit. Not open to students on academic probation.



Marketing

College of Business and Economics

DEPARTMENT CHAIR

Dr. Irene Lange

DEPARTMENT OFFICE

University Hall 313

DEPARTMENT WEBSITE

www.business.fullerton.edu/marketing

PROGRAMS OFFERED

Bachelor of Arts in Business Administration
Concentration in Marketing
Master of Business Administration
Concentration in Marketing

FACULTY

Catherine Atwong, Tom Boyd, Neil Granitz, Scott Greene, Katrin Harich, Paul Hugstad, Mary Joyce, Chiranjeev Kohli, Matthew Lancellotti, Irene Lange, Lance Leuthesser

ADVISERS

The Business Advising Center, Langsdorf Hall 731, provides information on admissions, curriculum and graduation requirements, registration and grading procedures, residence and similar academic matters. In addition, the Marketing Department provides advising on curriculum content and career opportunities.

INTRODUCTION

Marketing is a basic business function covering a wide range of activities. It includes studying markets, planning products, pricing them, promoting them, selling them, and then delivering these products to customers. People in wholesaling, retailing, advertising agencies, research firms and transportation companies are all working in the marketing area. Any firm which is reviewing its product policies needs marketers to identify the market, choose the products, find where they can be sold and decide on a price for them.

Credential Information

For students interested in a teaching credential, the Department of Marketing offers courses which may be included in the Subject Matter Preparation Program for secondary teaching.

Further information on the requirements for teaching credentials is found in the Teaching Programs section of the catalog and is also available from the Department of Secondary Education. Students interested in exploring careers in teaching at the elementary or secondary school levels should contact the Office of Admission to Teacher Education.

Scholarships and Awards in Marketing

The Michael T. Ashton Memorial Leadership Award

The Robert M. Olsen Outstanding Marketing Major Award

Honors Networking Program Outstanding Student Award

Anaheim/Orange County Visitor & Convention Bureau Scholarship

Enterprise Rent-A-Car Scholarship

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

See "Business Administration, Marketing Concentration."

MASTER OF BUSINESS ADMINISTRATION DEGREE

See "Business Administration, Marketing Concentration."

MARKETING COURSES

Courses are designated as MKTG in the class schedule.

351 Principles of Marketing (3)

Prerequisite: Economics 202. Corequisites: Business Admin 301, InfoSys/DecSci 361A. Application of current theories and concepts in effectively marketing goods and services to define target customers from a domestic and global perspective. Includes market research, identifying target customers, developing product offers, branding, pricing, marketing communications, and distribution channels. Marketing is critically examined from the perspective of the consumer, economy, technology, legal/political issues, and ethical/social responsibility.

353 Marketing Information Technology (3)

Prerequisites: Business Admin 301, InfoSys/DecSci 361A. Corequisite: Marketing 351. Examines information sources, databases and tools applied by marketers to transform data into useful formats for the strategic decision-making process. Includes segmentation, target marketing and positioning, media selection, market share, break-even analysis, pricing, sales forecasting, and profit scenario analysis. Extensive use of Excel spreadsheets, the Internet, and other technology resources.

370 Consumer Behavior (3)

Prerequisite: Business Admin 301. Corequisite: Marketing 351. Consumer buying patterns, motivation and search behavior. The consumer decision-making process. Inter-disciplinary concepts from economics, sociology, psychology, cultural anthropology and mass communications. Case analyses and research projects.

379 Marketing Research Methods (3)

Prerequisites: Business Admin 301, Marketing 351 and InfoSys/ DecSci 361A. Marketing research process. Problem formulation, identifying data sources, data collection, analysis techniques, preparing research reports and application of these concepts to marketing research projects.

401 Professional Selling (3)

Prerequisite: Marketing 351. The steps of the sales cycle as an interpersonal influence process. Selling skills and techniques based on communication and buyer behavior concepts. Written sales projects and oral presentations are expected.

405 Integrating Marketing Communications (3)

Prerequisite: Marketing 351. Corequisites: Marketing 370 and 379. Examines advertising, public relations, and other marketing communication elements. Students learn to set communication objectives; build IMC budgets; develop, execute and evaluate creative strategies; build media plans; and develop press kits and releases.

415 Managing the Sales Force (3)

Prerequisite: Marketing 351. Sales manager's role in organizing and deploying a field sales force, developing effective sales training programs, designing complete motivation and compensation plans, asserting strong leadership and evaluating sales people's performance. Relies heavily on case studies and group discussion.

425 Retail Marketing Strategy (3)

Prerequisite: Marketing 351. Evolution of retailing into a global, high technology industry; developing integrated marketing and financial strategies. Strategically positioning the retail offer to establish and maintain relationship with target customers. Examining evolving market conditions, buying behavior, retail venues, channel relationships, information, communication and decision support systems, and merchandise management.

430 Sports Marketing (3)

Prerequisite: Marketing 351. Develops understanding of Sports Marketing, its role in business and society. Develops understanding of different functional areas. Students develop the ability to apply theories and knowledge to solve problems faced by Sports Marketers.

445 International Marketing (3)

Prerequisites: Business Admin 301 and Marketing 351. Theories of international trade and role of marketing decisions across national boundaries and markets. Focuses on concepts and principles of marketing strategies in organizations from recognition of environmental differences, market assessments, entry alternatives, positions of global interdependence, marketing problems and critical implications. Integrative cases, individual and team efforts emphasized.

455 Strategic Internet Marketing (3)

Prerequisite: Marketing 351. Marketing of goods, services, and ideas on the Internet. Integrating e-commerce into a total marketing strategy for businesses ranging from entrepreneurial to multinational corporations. Includes history and emergence of e-commerce, utility of the Internet as a tool to increase effectiveness, efficacy, and competitiveness. Designing effective Web pages.

462 Marketing for Entrepreneurs (3)

Prerequisites: Accounting 201B and Marketing 351. Coverage of market analysis for new products and services, competitive analysis, alternatives for entering markets, associated costs, and launch feasibility. Casework, research, and fieldwork with selected local businesses.

465 Managing Services Marketing (3)

Prerequisite: Marketing 351. Unique marketing needs and challenges faced by service firms in an increasingly challenging global environment. Specific strategies for marketing services in a variety of industries including entertainment, tourism, hospitality, health care, and financial services. Also includes strategies used by manufacturing firms using service as a competitive strategy.

475 Export Marketing Strategies (3)

Prerequisite: Marketing 351. Export and import strategies, including international logistics. In-depth knowledge of the export and import process for both large companies and small international businesses. Understanding of logistics planning and choosing the best incoterms, the export process and the evaluation of alternative export strategies. Understanding import process including outsourcing and other government regulatory requirements and documentation.

489 Developing Marketing Strategies (3)

Prerequisites: Marketing 351, 353, 370, 379 and senior standing. Focuses on the development of marketing strategies involving products as well as services. Relies heavily on the case analysis and group interaction. Students will finalize and present portfolio of projects and internships completed over the duration of marketing program.

495 Internship (3)

Prerequisites: six units of upper-division marketing courses, including Marketing 351, concentration in marketing or in international business, consent of department chair, at least junior standing, 2.5 GPA and one semester in residence at Cal State Fullerton. Planned and supervised work experience. May be repeated for credit up to a total of six units. Credit/No Credit only.

499 Independent Study (1-3)

Prerequisites: senior standing and approval by the Department Chair. Open to undergraduate students desiring to pursue directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

519 Marketing Management (3)

Prerequisites: Accounting 510, Economics 515, InfoSys/DecSci 513, 514, Management 516, 518 (may be taken concurrently) and classified CBE status. Examines key marketing concepts and their applications to marketing research, segmentation, selecting target markets, product development, pricing, promotion and distribution. Develops senior-level executive decision-making skills from global, ethical and socially responsible perspectives. Requires understanding and application in a major project.

525 Seminar in Marketing Problems (3)

Prerequisites: Marketing 519 and classified CBE status. Marketing decision making for developing effective, ethical and socially responsible strategies for promotion, distribution and pricing of products and service. Uses case analysis approach for domestic and international markets.



535 Marketing New Ventures (3)

Prerequisite: Marketing 519. Coverage of market analysis for new products and service, competitive analysis, alternatives for entering markets, associated costs, and launch feasibility. Casework, research, and fieldwork with selected local businesses.

555 E-Marketing Strategy (3)

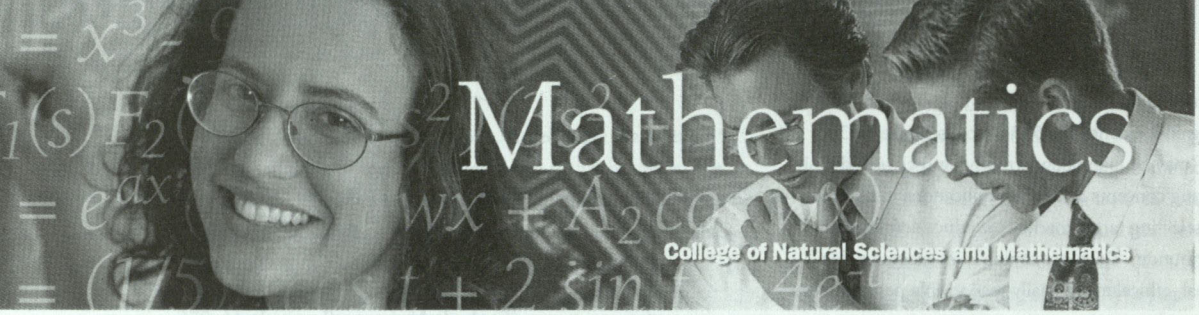
Prerequisite: Marketing 519. Current theory and practice in the area of Internet marketing which presents new opportunities and challenges to traditional marketing approaches. Includes case analyses and development of an integrated marketing plan for an e-commerce business.

596 Contemporary Topics in Marketing (3)

Prerequisites: Marketing 519 or equivalent and classified CBE status. Topics in areas such as information strategy, business-to-business marketing, customer relationship marketing, services consulting, and others. May be repeated for credit.

599 Independent Graduate Research (1-3)

Prerequisites: classified CBE status, consent of instructor and approval by the Department Chair and Associate Dean. May be repeated for credit. Not open to students on academic probation.



Mathematics

College of Natural Sciences and Mathematics

DEPARTMENT CHAIR

Paul De Land

VICE CHAIR

Martin Bonsangue

DEPARTMENT OFFICE

McCarthy Hall 154

DEPARTMENT WEBSITE

http://math.fullerton.edu

PROGRAMS OFFERED

Bachelor of Arts in Mathematics

- Pure Mathematics Concentration
- Applied Mathematics Concentration
- Probability and Statistics Concentration
- Teaching Mathematics Concentration

Minor in Mathematics

Minor in Mathematics for Teacher Education

Master of Arts in Mathematics

- Teaching Option
- Applied Mathematics Option
- Special Topics Program

Subject Matter Preparation Program for the Single Subject Credential

FACULTY

Alfonso Agnew, Scott Annin, George Arthur, Martin Bonsangue, Michael Clapp, Cherlyn Converse, Paul De Land, Harriet Edwards, James Friel, Charles Funkhouser, Gerald Gannon, William Gearhart, Stephen Goode, Mortaza Jamshidian, Margaret Kidd, Vuryl Klassen, Charles H. Lee, Gerald Legé, Kathy Lewis, Armando Martinez-Cruz, John Mathews, Karen Messer, A. Loc Nguyen, David Pagni, John Pierce, Maijian Qian, Nashat Saweris, Harris Shultz, Ernie Solheid, Bogdan Suceava, Lawrence Weill, Yun-Cheng Zee

INTRODUCTION

The Department of Mathematics offers a standard undergraduate major program in mathematics with concentrations in pure mathematics, applied mathematics, probability and statistics, and teaching mathematics. Courses are provided to satisfy the needs of:

- Students planning graduate study in mathematics;
- Students planning to use mathematics in a career in business, industry or government;
- Students planning to teach at the elementary or secondary level;
- Students majoring in a discipline using mathematics as a descriptive or analytic tool.

All major programs are designed to give sufficient breadth and depth in the study of mathematics to prepare students for subsequent graduate study in mathematics or related areas.

BACHELOR OF ARTS IN MATHEMATICS

The requirements for the Bachelor of Arts in Mathematics consist of:

- The core mathematics courses for the major (28 units).
- Courses in one of four possible concentrations: Pure Mathematics, Applied Mathematics, Probability and Statistics, or Teaching Mathematics. The Pure Mathematics concentration is designed for students planning on graduate study. The Applied and the Probability and Statistics concentrations provide the mathematics needed for certain careers in industry and government. For students interested in teaching in elementary or secondary schools, the Teaching concentration may be combined with programs leading to a teaching credential to meet both university degree requirements and California credential law (18-20 units).
- A computer programming course selected from Mathematics 320 Introduction to Mathematical Computation, Engineering 205 Digital Computation or Comp Sci 121 Programming Concepts (3-4 units).
- Courses in one of nine cognates selected from the disciplines of Actuarial Science, Computer Science, Economics, Information Systems and Decision Sciences, Physics, Chemistry, Civil Engineering, Mathematics or Research. Those students selecting the Computer Science cognate are required to take Comp Sci 121. Students may not double count Mathematics 320 for the Mathematics cognate and the programming requirement (9-11 units).
- Math 380, the History of Mathematics, which fulfills the University's upper division writing requirement (3 units).

Total units needed to complete the B.A. in Mathematics are 120, which include the 61–66 units required for the major, the 51 units required for general education, and units earned in elective courses. Each course required for the major must be completed with a grade of "C" (2.0) or better, and may not be taken on a credit/no credit basis. Courses required for the major may not be challenged by examination.

During their first year of study each student should develop an individual study plan in consultation with an academic adviser in the Mathematics Department. Normally mathematics majors take Math 150A and Math 150B in their first year. In the second year mathematics majors normally take Math 250A, Math 250B and Math 280. Mathematics 150A may also be used to satisfy the general education requirement in Disciplinary Learning.

Core Requirements (28 units)

All students are required to complete the following 28 units:

Math 150A,B Calculus (8)

Math 250A Multivariate Calculus (4)

Math 250B Introduction to Linear Algebra and Differential Equations (4)

Math 280 Strategies of Proof (3)

Math 307 Linear Algebra (3)

Math 335 Mathematical Probability (3)

Math 350 Advanced Calculus I (3)

Additional Requirements (18-20 units)

Each student is required to complete one of the following concentrations:

Pure Mathematics Concentration

Math 302 Modern Algebra (3)

Math 414 Topology (3)

Math 450 Advanced Calculus II (3)

Three of the following courses:

Math 407 Abstract Algebra (3)

Math 412 Complex Analysis (3)

Math 425 Differential Geometry (3)

Math 430 Number Theory (3)

Math 471 Combinatorics (3)

Applied Mathematics Concentration

Math 306 Vector and Tensor Analysis (3)

Math 310 Ordinary Differential Equations (3)

Math 340 Numerical Analysis (3)

Three courses from the following list, with at least two at the 400-level:

Math 302 Modern Algebra (3)

Math 370 Mathematical Model Building (3)

Math 375 Discrete Dynamical Systems and Chaos (3)

Math 406 Introduction to Partial Differential Equations (3)

Math 412 Complex Analysis (3)

Math 425 Differential Geometry (3)

Math 435 Mathematical Statistics (3)

OR Math 438 Introduction to Stochastic Processes (3)

Math 440 Advanced Numerical Analysis (3)

Math 450 Advanced Calculus II (3)

Math 470 Advanced Mathematical Model Building (3)

Probability and Statistics Concentration

Math 338 Statistics Applied to Natural Sciences (4)

Math 340 Numerical Analysis (3)

Math 370 Mathematical Model Building (3)

OR Math 390 Introduction to Actuarial Science (3)

Math 435 Mathematical Statistics (3)

Math 436 Advanced Applied Statistics (4)

OR Math 439 Intermediate Data Analysis (3)

Math 438 Introduction to Stochastic Processes (3)

Teaching Mathematics Concentration

Math 302 Modern Algebra (3)

Math 338 Statistics Applied to Natural Sciences (4)

OR Math 370 Mathematical Model Building (3)

OR Math 375 Discrete Dynamical Systems and Chaos (3)

Math 401 Algebra and Probability for the Secondary Teacher (3)

Math 402 Logic and Geometry for the Secondary Teacher (3)

Two of the following courses:

Math 407 Abstract Algebra (3)

Math 414 Topology (3)

Math 417 Foundations of Geometry (3)

Math 430 Number Theory (3)

Math 471 Introduction to Combinatorics (3)

Cognates (9-11 units)

Each student is required to complete one of the following cognates:

Actuarial Cognate (9 units)

Finance 320 Business Finance (3) and

One of the following options:

Two of the following courses:

Finance 332 Theory of Corporate Finance (3)

Finance 340 Introduction to Investments (3)

Finance 360 Principles of Insurance (3)

OR InfoSys/DecSci 361B Quantitative Business Analysis: Statistics and Management Science (3) and

InfoSys/DecSci 440 Integrative Decision Tools for Business Operations (3)

Computer Science Cognate (10 units)

Comp Sci 131 Data Structures Concepts (3)

Any one of the Comp Sci 223 courses (3)

Comp Sci 231 File System Concepts (3)

Comp Sci 253U Workshop in UNIX (1)

Economics Cognate (9 units)

Economics 201 Principles of Microeconomics (3)

Economics 202 Principles of Macroeconomics (3)

One of the following:

Economics 310 Intermediate Microeconomic Analysis (3)

Economics 320 Intermediate Macroeconomics Analysis (3)

Economics 440 Econometrics (3)

Economics 441 Mathematical Economics (3)

Information Systems and Decision Sciences Cognate (9 units)

Three courses from the following list:

InfoSys/DecSci 422 Surveys and Sampling Design and Applications (3)

InfoSys/DecSci 465 Linear Programming in Management Science (3)

InfoSys/DecSci 467 Statistical Quality Control (3)

InfoSys/DecSci 472 Design of Experiments (3)

InfoSys/DecSci 474 Data Mining (3)

InfoSys/DecSci 475 Multivariate Analysis (3)

InfoSys/DecSci 490 Queuing and Stochastic Models in Management Science (3)

Physics Cognate (11 units)

Physics 225 Fundamental Physics: Mechanics (3)

Physics 225L Fundamental Physics: Laboratory (1)

Physics 226 Fundamental Physics: Electricity and Magnetism (3)

Physics 226L Fundamental Physics: Laboratory (1)

Physics 227 Fundamental Physics: Waves, Optics and Modern Physics (3)

Chemistry Cognate (10 units)

Chemistry 120A General Chemistry (5)

Chemistry 120B General Chemistry (5)

Civil Engineering Cognate (9 units)

EGCE 201 Statics (3)

EGCE 301 Mechanics of Materials (3)

One of the following:

EGCE 302 Dynamics (3)

EGCE 325 Structural Analysis (3)

Mathematics Cognate (9 units)

Three upper-division courses in Mathematics from one of the four concentrations of the Mathematics major other than the student's own concentration.

Research Cognate (9 units)

The research cognate is intended for students who would benefit more from research and a thesis than a standard cognate, for example, a student intending to enter graduate school in mathematics. The research student/adviser connection must be established by mutual consent, and prior to enrollment in cognate courses, the undergraduate research committee must approve a cognate plan. The student must pass a thesis defense at the end of the term in which the final cognate courses are completed. Although only one unit of seminar is formally required, it is strongly encouraged that the seminar course be taken during the entire research cognate process. Students should begin the cognate no later than their junior year.

Math 491 Research Seminar (1)

Math 497 Undergraduate Research (3,3)

Math 498 Senior Thesis (2)

Second Language Requirement

Since the Bachelor of Arts in Mathematics is a high-unit program, majors are exempt from the Second Language Graduation Requirement.

Writing Requirement

Math 380 will satisfy the University's upper-division writing requirement for mathematics majors.

Internships in Mathematics

Internships in applied mathematics provide work experience in advanced mathematics through positions in business, industry or government. Students should contact the Center for Internships and Cooperative Education, LH-209.

MINOR IN MATHEMATICS

The mathematics minor consists of 25 units of course work which must include Math 150A,B, 250A,B and at least nine units of upper-division mathematics. You may not use Math 303A,B, 380, 401, 402, 403A,B, 495, 496 or 499 to fulfill the requirements for the minor in mathematics. All courses must be completed with a grade of "C" (2.0) or better.

MINOR IN MATHEMATICS FOR TEACHER EDUCATION

A. For elementary education the minor consists of 20 units of course work selected from the courses offered by the Department of Mathematics. The courses must include Mathematics 150B or 338, and Mathematics 303A,B. All courses must be completed with a grade of "C" (2.0) or better.

B. For secondary education the minor consists of 22 units of course work selected from the courses offered by the Department of Mathematics. The courses must include Mathematics 250B and six units of upper-division courses in mathematics. All courses must be completed with a grade of "C" (2.0) or better.

SINGLE SUBJECT TEACHING REQUIREMENT IN MATHEMATICS

The Department of Mathematics offers coursework meeting the requirements for California single subject credential in mathematics. For CSUF to recommend this credential, an individual must have completed the department's state-approved Single Subject Matter Preparation Program or equivalent, and have completed the two-semester math education and teacher education program, which includes methodology coursework and the student teaching experience. Students may enter this program in either the fall or spring semester. Students should contact the Department of Secondary Education for information on the application process and orientation meetings.

MASTER OF ARTS IN MATHEMATICS

The M.A. in Mathematics provides advanced study for students with one or more of the following interests: a Ph.D. program in mathematics or mathematics education, teaching in high school or community college, or using mathematical analysis in government, business or industry. Two options are offered under the M.A. program: Teaching and Applied Mathematics, as well as a Special Topics program.

The Teaching option is designed for those individuals who are presently teaching mathematics at the secondary or community college level. Students must have completed courses in linear algebra, modern algebra and advanced calculus with at least a "B" (3.0) average. In addition, students should have completed a minimum of one year of full-time teaching.

The Applied Mathematics option is designed specifically for individuals who are seeking, or who currently hold positions that involve mathematics or quantitative applications. Students must have completed one semester of mathematical probability and one semester of advanced calculus with grades of "B" (3.0) or better in each course.

The Special Topics program allows the student under certain circumstances to develop a personalized study plan in order to pursue advanced work in mathematics. The courses must be selected from our regular offerings at the undergraduate and graduate level.

Admission Requirements

Students are admitted in conditionally classified standing when the following requirements have been met:

- A bachelor's degree from an accredited institution
- A grade-point average of at least 2.5 in the last 60 semester units attempted
- Good standing at the last college attended
- An undergraduate major in mathematics with a 3.0 in all upper-division mathematics courses or a combination of previous course work and work experience approved as equivalent by the graduate committee of the Mathematics Department.

Classified Standing

A student's status is changed to classified standing when the following requirements have been met:

- Completion of all prerequisites and/or deficiencies including the University Writing Requirement.
- Development of a study plan approved by the Mathematics Department and Academic Programs. The study plan should be developed prior to the completion of 9 units.

Teaching Option

This option, designed for mathematics teachers, requires 30 units of graduate study approved by the graduate committee. At least sixteen of these units must be 500-level mathematics courses. The following course work must be included:

Math 581 Studies in Geometry (3)

Math 582 Studies in Algebra (3)

Math 584 Studies in Analysis (3)

Math 586 Studies in Discrete Mathematics (3)

Math 587 Studies in Mathematical Problem Solving (3)

Math 599 Independent Graduate Research (3-6)

Each student will be required to take adviser-approved mathematics electives to meet the 30-unit requirement, and pass a set of four comprehensive exams. Comprehensive exams may be taken no more than twice.

Applied Mathematics Option

The courses for this option have been developed in consultation with mathematicians and scientists in the local industrial community and are specifically intended for individuals who are seeking positions, or who currently hold positions, that involve mathematics or quantitative applications. The subject matter emphasizes modern practical applied mathematics, modeling, problem solving and computation. The culminating experience is a project in which students have the opportunity of working in teams on a real world problem, contracted and paid for by a local industrial firm. All classes are scheduled in the evening and can be taken in sequence in two calendar years, summers included.

Math 489A,B Applicable Analysis and Linear Algebra (3,3)

Math 501A,B Numerical Analysis and Computation I and II (3,3)

Math 502A,B Probability and Statistics I and II (3,3)

Math 503A,B Mathematical Modeling I and II (3,3)

Math 504A,B Simulation Modeling and Analysis (3,3)

Math 597 Project (6)

Special Topics Program

The Special Topics program requires a study plan with a minimum of 30 units of course work, planned by the student and the student's adviser, and approved by the graduate committee of the Mathematics Department. At least 16 of these units must be 500-level mathematics courses. Some of the 500-level courses may be accompanied by one unit of Mathematics 599 Independent Graduate Research. Students will also be required to pass a set of comprehensive exams or complete a six-unit project.

Application Deadline

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

Additional Information

Part-time teaching opportunities and research assistantships are available for selected graduate students. For more information, contact the Department of Mathematics.

MATHEMATICS COURSES

Courses are designated as MATH in the class schedule.

030A Intermediate Algebra-ILE (3)

Prerequisite: A score of 30 or below on the ELM exam. An intermediate algebra course designed specifically for students who have taken but not passed the ELM exam. Equations and inequalities, algebraic expressions, functions, and sequences and series. Degree credit is not awarded for these courses. Successful completion of Math 30A and 30B satisfies the ELM requirement.

030B Intermediate Algebra-ILE (3)

Prerequisite: Math 30A and a score of 30 or below on the ELM exam. An intermediate algebra course designed specifically for students who have taken but not passed the ELM exam. Equations and inequalities, algebraic expressions, functions, and sequences and series. Degree credit is not awarded for these courses. Successful completion of Math 30A and 30B satisfies the ELM requirement.

040 Intermediate Algebra (3)

Prerequisite: a score of 32-48 on the ELM exam. An intermediate algebra course designed specifically for students who have taken but not passed the ELM exam. Linear equations and inequalities, polynomial, rational, and radical expressions, quadratic functions, exponential and logarithmic functions, and sequences and series. Degree credit is not awarded for this course. Successful completion of Math 30A and 30B satisfies the ELM requirement.

045 Intermediate Algebra Minicourse (1)

Prerequisite: a score between 36 and 38 on the ELM exam. An intermediate algebra course designed specifically for students who have taken but not passed the ELM exam. Linear equations, polynomials, rational expressions, radical expressions, quadratic formulas, exponential functions and logarithmic functions. Degree credit is not awarded for this course. Successful completion satisfies the ELM requirement. Offered via Internet only.

110 Mathematics for Liberal Arts Students (3)

Prerequisites: passing score on the ELM or exemption and three years of high school mathematics, including two years of algebra and one year of geometry. Survey of traditional and contemporary topics in mathematics, such as elementary logic, counting techniques, probability, graph theory, codes and coding, and the mathematics of the social sciences. For non-science majors. (CAN MATH 2)

115 College Algebra (4)

Prerequisites: passing score on the ELM or exemption and three years of high school mathematics, including two years of algebra and one year of geometry. For students planning to take Math 130 or 135. Equations, inequalities, and systems of equations. Properties of functions and their graphs, including polynomial functions, rational functions, exponential and logarithmic functions, with applications. Sequences and series. If both Math 115 and Math 125 are taken, credit is given for second course only. (CAN MATH 10)

120 Introduction to Probability and Statistics (3)

Prerequisites: passing score on the ELM or exemption and three years of high school mathematics, including two years of algebra and one year of geometry. Set algebra, finite probability models, sampling, binomial trials, conditional probability and expectation. Recommended for students of economics, business, the biological, geological and social sciences.

125 Precalculus (5)

Prerequisites: passing score on the ELM or exemption and three years of high school mathematics, including two years of algebra and one year of geometry. For students planning to take Math 150A. Functions and their use in mathematical models, including linear functions, polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. If both Math 115 and Math 125 are taken, credit is given for second course only. (CAN MATH 16)

125W Precalculus Workshop (1)

Corequisites: Math 125 and consent of instructor. Supplementary problem-solving workshop in a collegial setting.
(3 hours workshop)

130 A Short Course in Calculus (4)

Prerequisites: three years of high school mathematics, including two years of algebra and one year of geometry; a passing score on the ELM or exemption; and a passing score on the MQE or exemption. Math 115 or Math 125 (with a grade of "C" (2.0) or better) is an MQE exemption. A survey of differential and integral calculus and applications. For students of biological and social sciences, business and economics. If both Math 130 and Math 135 are taken, credit is given for second course only. Six units of credit are given if both Math 130 and Math 150A are taken. (CAN MATH 30)

135 Business Calculus (3)

Prerequisites: three years of high school mathematics, including two years of algebra and one year of geometry; a passing score on the ELM or exemption; and a passing score on the MQE or exemption. Math 115 or Math 125 (with a grade of "C" (2.0) or better) is an MQE exemption. A survey of differential and integral calculus with applications, including derivatives, integrals and max-min problems. For students of business and economics. If both Math 130 and Math 135 are taken, credit is given for the second course only. Six units of credit is given if both Math 135 and 150A are taken. (CAN MATH 34)

150A Calculus (4)

Prerequisites: four years of high school mathematics, including geometry, two years of algebra and trigonometry; a passing score on the ELM or exemption; and a passing score on the MQE or exemption. Math 125 (with a grade of "C" (2.0) or better) is an MQE exemption. Analytic geometry and properties of functions. The limit, derivative, and definite integral concepts; applications of the derivative, techniques and applications of integration; Taylor polynomials and series. Introduction to differential equations. Six units of credit is given for both Math 150A and Math 130 or for both Math 150A and Math 135. (150A = CAN MATH 18, 150B = CAN MATH 20; 150A + 150B = CAN MATH SEQ B; 150A, 150B, + 250A = CAN MATH SEQ C)

150B Calculus (4)

Prerequisite: Math 150A or equivalent. Analytic geometry and properties of functions. The limit, derivative, and definite integral concepts; applications of the derivative, techniques and applications of integration; Taylor polynomials and series. Introduction to differential equations. (150A = CAN MATH 18, 150B = CAN MATH 20; 150A + 150B = CAN MATH SEQ B; 150A, 150B, + 250A = CAN MATH SEQ C)

151A Calculus I Workshop (1)

Corequisites: Math 150A and consent of instructor. Supplementary problem-solving in a collegial setting. (3 hours workshop)

151B Calculus II Workshop (1)

Corequisites: Math 150B and consent of instructor. Supplementary problem-solving in a collegial setting. (3 hours workshop)

196 Student-to-Student Tutorials (1-3)

Consult "Student-to-Student Tutorials" in this catalog for more complete course description. May be taken Credit/No Credit only.

250A Multivariate Calculus (4)

Prerequisites: Math 150A,B or equivalent. Calculus of functions of several variables. Partial derivatives and multiple integrals with applications; parametric curves; vectors and vector-valued functions. (CAN MATH 22; 150A + 150B + 250A = CAN MATH SEQ C).

250B Introduction to Linear Algebra and Differential Equations (4)

Prerequisite: Math 250A. An introduction to the solutions of ordinary differential equations and their relationship to linear algebra. Topics include matrix algebra, systems of linear equations, vector spaces, linear independence, linear transformations and eigenvalues.

270A Mathematical Structures I (3)

Prerequisite: four years of high school mathematics. First of two semesters of fundamental discrete mathematical concepts and techniques needed in computer-related disciplines. Logic, truth tables, elementary set theory, proof techniques, and combinatorics.

270B Mathematical Structures II (3)

Prerequisite: Math 270A. Second of two semesters of fundamental discrete mathematical concepts and techniques needed in computer-related disciplines. Graph theory, Boolean algebra, algebraic structures, linear algebra.

280 Strategies of Proof (3)

Prerequisite: Math 150B. Logic, set theory, and methods for constructing proofs of mathematical statements. A bridge to the rigors of upper-division mathematics courses containing significant abstract content.

302 Modern Algebra (3)

Prerequisites: Math 250B and Math 280. The integers, rational numbers, real and complex numbers, polynomial domains, introduction to groups, rings, integral domains and fields.

303A Fundamental Concepts of Elementary Mathematics (3)

Prerequisite: Completion of a mathematics course that satisfies the General Education requirement. Structure and form of the mathematics that constitutes the core of the K-8 mathematics curriculum, including the real number system, number theory and equations.

303B Fundamental Concepts of Elementary Mathematics (3)

Prerequisites: Completion of a mathematics course that satisfies the General Education requirement and a grade of "C" (2.0) or better in Math 303A. Structure and form of the mathematics that constitutes the core of the K-8 mathematics curriculum, including the real number system, number theory and equations.

306 Vector and Tensor Analysis (3)

Prerequisite: Math 250B. Vector analysis, including coordinate bases, gradient, divergence, and curl, Green's, Gauss' and Stokes' theorems. Tensor analysis, including the metric tensor, Christoffel symbols and Riemann curvature tensor. Applications will be drawn from differential geometry, continuum mechanics, electromagnetism, general relativity theory.

307 Linear Algebra (3)

Prerequisite: Math 250B. Corequisite: Math 280. Introduction to the theory of vector spaces. Linear equations and matrices, determinants, linear transformations and eigenvalues, norms and inner products.

310 Ordinary Differential Equations (3)

Prerequisite: Math 250B. Theory and methods of solutions for ordinary differential equations, including Laplace transform methods and power series methods. Oscillation theory for second order linear differential equations and/or theory for systems of linear and nonlinear differential equations.

320 Introduction to Mathematical Computation (3)

Corequisite: Math 250B. Introduction to problem-solving on the computer using modern interactive software. Numerical and symbolic computation. A variety of problems arising in mathematics, science, and engineering will be explored. Also serves as preparation for subsequent computer-based courses in mathematical modeling.

335 Mathematical Probability (3)

Prerequisite: Math 250A. Probability theory; discrete, continuous, and multivariate probability distributions, independence, conditional probability distribution, expectation, moment generating functions, functions of random variables, and the central limit theorem.

337 Introduction to Experimental Design and Statistics in the Laboratory Sciences (3)

Prerequisite: passing score on the ELM or exemption; completion of one of the following courses: Biology 241, 261; Chemistry 120; or Physics 211, 225. Graphical and numerical descriptive statistics; experimental design, randomization, replication, block designs, stratified samples, controlled experiments versus observational studies. Fundamental inference for proportions, means, variances. Analysis of variance, regression. Computer analysis of data from the laboratory sciences, e.g., Biology, Chemistry, Geology.

338 Statistics Applied to Natural Sciences (4)

Prerequisite: Math 130 or 150B or consent of instructor. Introduction to the theory and application of statistics. Elementary probability, estimation, hypothesis testing, regression, analysis of variance, non-parametric tests. Computer-aided analysis of real data. Graphical techniques, generating and interpreting statistical output, presentation of analysis (3 hours lecture, 2 hours activity).

340 Numerical Analysis (3)

Prerequisites: Math 250B and one of the following: Math 320, EGGN 205, Comp Sci 121 or equivalent. Approximate numerical solutions of systems of linear and nonlinear equations, interpolation theory, numerical differentiation and integration, numerical solution of ordinary differential equations. Computer coding of numerical methods.

350 Advanced Calculus I (3)

Prerequisite: Math 250B. Corequisite: Math 280. The real number system, limits of sequences, and limits of functions. Continuity, differentiation, and integration of functions of one variable. Infinite series.

368 First Course in Symbolic Logic (3)

(Same as Philosophy 368)

370 Mathematical Model Building (3)

Prerequisite: Math 250B or consent of instructor and one of the following: Math 320, EGGN 205, Comp Sc 121 or equivalent. Introduction to mathematical models in science and engineering: dimensional analysis, discrete and continuous dynamical systems, flow and diffusion models.

375 Discrete Dynamical Systems and Chaos (3)

Prerequisite: Math 250B or consent of instructor. Analysis of the evolution of linear and nonlinear deterministic discrete systems with emphasis on long range behavior, stability and instability of stationary states and periodic orbits, chaotic orbits, strange attractors, fractional dimension and Lyapunov exponents; examples from current research literature.

380 History of Mathematics (3)

Prerequisite: Math 250B. The history of mathematics through its methods and concepts. Designed to help the student become proficient in writing and reading mathematical literature. Satisfies the upper-division writing requirement for mathematics majors.

390 Introduction to Actuarial Science (3)

Prerequisite: Math 150B. Corequisites: Math 335 or 338 or InfoSys/DecSci 361A. Fundamentals of actuarial science, including risk theory, interest theory, rate making, loss reserve, and actuarial modeling. Selective corporate finance, investment and insurance topics, such as amortization, bonds, sinking funds, securities, annuities, and pensions.

401 Algebra and Probability for the Secondary Teacher (3)

Prerequisites: 12 units of upper-division mathematics exclusive of Math 303A,B and Math 403A,B. Overview of mathematical topics relevant to the teacher of secondary mathematics. Problem-solving approach to areas including algebra, number theory, combinatorics and probability while maintaining an historical perspective.

402 Logic and Geometry for the Secondary Teacher (3)

Prerequisites: 12 units of upper-division mathematics exclusive of Math 303A,B and Math 403A,B. A course parallel to Math 401 but with emphasis on geometry, trigonometry and the theory of equations.

403A Fundamental Concepts of Middle School Mathematics I (3)

Prerequisite: Math 303B. Designed to help provide the content background to satisfy the requirements for the California Supplementary Credential in mathematics. Focuses on gaining a thorough understanding of algebra, including patterns, functions and the use of technology.

403B Fundamental Concepts of Middle School Mathematics II (3)

Prerequisite: Math 403A. Designed to help provide the content background to satisfy the requirements for the California Supplementary Credential in mathematics. Focuses on gaining a thorough understanding of advanced algebra, geometry, probability and statistics, and the use of technology.

406 Introduction to Partial Differential Equations (3)

Prerequisite: Math 306. First order linear and quasi-linear partial differential equations. Classification of second order linear partial differential equations. Fourier analysis, Sturm-Liouville theory, integral transforms, and their application to boundary-value problems for the potential, wave, and diffusion equations.

407 Abstract Algebra (3)

Prerequisite: Math 302. Sets, mappings, groups, rings, modules, fields, homomorphisms, advanced topics in vector spaces and theory of linear transformations, matrices, algebras, ideals, field theory, Galois theory.

412 Complex Analysis (3)

Prerequisite: Math 350. Complex differentiation and integration, Cauchy's theorem and integral formulas, maximum modulus theorem, harmonic functions, Laurent series, analytic continuation, entire and meromorphic functions, conformal transformations and special functions.

414 Topology (3)

Prerequisite: Math 350. Topological spaces and continuous functions, connectedness and compactness, metric spaces and function spaces.

417 Foundations of Geometry (3)

Prerequisite: Math 307. A study of the foundations of Euclidean and non-Euclidean geometries through transformations and formal axiomatics.

425 Differential Geometry (3)

Prerequisite: Math 307. The differential geometry of curves and surfaces. Frenet-Seret formulas, the Gauss-Weingarten equations, the Gauss-Bonnet theorem.

430 Number Theory (3)

Prerequisite: Math 302. Basic concepts of classical number theory with modern applications. Divisibility, congruences. Diophantine approximations and equations, primitive roots, continued fractions. Applications to public key cyprotography, primality testing, factoring methods, and check digits.

435 Mathematical Statistics (3)

Prerequisite: Math 335 or equivalent. Statistical theory and its applications, based on the use of calculus.

436 Advanced Applied Statistics (4)

(Same as Biology 436)

438 Introduction to Stochastic Processes (3)

Prerequisite: Math 335. Stochastic processes including Markov chains, the Poisson Process, the Wiener Process. Applications to birth and death processes and queuing theory.

439 Intermediate Data Analysis (3)

Prerequisite: Math 250B or 270B, and 338. Simple and multiple linear regression, testing hypotheses, dummy variables, ANOVA, ANCOVA, confounding and interaction, diagnostics, influence and outliers, transformation and weighting, and model selection. Introductory nonlinear and logistic regression. SAS statistical software will be used.

440 Advanced Numerical Analysis (3)

Prerequisite: Math 340. Advanced topics in numerical analysis selected from iterative methods for linear systems, approximation of eigenvalues and eigenvectors, numerical methods for ordinary and partial differential equations, optimization methods and approximation theory. Error and convergence analysis and computer coding.

450 Advanced Calculus II (3)

Prerequisite: Math 350. Sequences and series of functions. Continuity, differentiation, and integration of functions of several variables. Advanced topics in analysis, such as Lebesgue integration or the theory of metric spaces.

470 Advanced Mathematical Model Building (3)

Prerequisites: Math 307, 335, and 370. A capstone course for students with strong mathematical preparation. Topics may include stochastic models, Monte Carlo integration, simulation of discrete event systems, simulation software, and further studies in dynamic systems and flow and diffusion models.

471 Combinatorics (3)

Prerequisite: Math 302 or 307. Analysis of discrete structures, including existence, enumeration, and optimization. Permutations and combinations, combinatorial identities, the inclusion-exclusion principle, recurrence relations, Polya counting. Basic definitions and properties of graphs, Eulerian and Hamiltonian graphs, trees, graph colorings and chromatic number, planar graphs.

489A Applicable Linear Algebra (3)

Prerequisites: undergraduate calculus, linear algebra, advanced calculus and consent of instructor. Corequisite: Math 489B. Topics from linear algebra useful in graduate studies in applied mathematics. Finite and infinite dimensional vector spaces, linear transformations and matrices. An introduction to Hilbert spaces. The projection theorem and some of its applications.

489B Applicable Analysis (3)

Prerequisites: undergraduate calculus, linear algebra, advanced calculus and consent of instructor. Corequisite: Math 489A. Topics from analysis useful in graduate studies in applied mathematics. Topics may include initial and boundary value problems, including series solutions, eigenvalues and eigenfunctions, Fourier analysis, generalized functions, an introduction to the calculus of variations, and transform methods.

491 Research Seminar (1)

Prerequisite: consent of instructor. Corequisite: Math 497 or 498. Students are required to attend the weekly undergraduate research seminars and give at least one seminar presentation as determined by the faculty adviser. May be repeated for credit.

495 Internship in Applied Mathematics (1-3)

Prerequisites: 15 units of upper-division mathematics and consent of instructor. Work experience in advanced mathematics through positions in business, industry or government.

496 Student-to-Student Tutorials (1-3)

Consult "Student-to-Student Tutorials" in this catalog for more complete course description. May be taken Credit/No Credit only.

497 Undergraduate Research (3)

Prerequisites: nine units of upper-division math and consent of instructor. Methods of research in the mathematical sciences through a research project supervised by a departmental faculty. May be repeated for up to 6 units credit towards major.

498 Senior Thesis (2)

Prerequisites: six units Math 497 (up to 2 units concurrently) and consent of instructor. Preparation, presentation, and defense of thesis. Topic approved by the undergraduate research committee. Thesis formatted in accordance with journal in field. May not be repeated for credit.

499 Independent Study (1-3)

Prerequisite: consent of instructor. Special topic in mathematics, selected in consultation with and completed under supervision of instructor.

501A Numerical Analysis and Computation I (3)

Prerequisites: Math 489A,B. Corequisite: Math 501B. Numerical methods for linear and nonlinear systems of equations, eigenvalue problems. Interpolation and approximation, spline functions, numerical differentiation, integration and function evaluation. Error analysis, comparison, limitations of algorithms.

501B Numerical Analysis and Computation II (3)

Prerequisites: Math 489A,B. Corequisite: Math 501A. Numerical methods for initial and boundary-value problems for ordinary and partial differential equations. The finite element method. Error analysis, comparison, limitations of algorithms.

502A Probability and Statistics I (3)

Prerequisites: Math 335, 489A,B. Corequisite: Math 502B. Theory and applications of probability models including univariate and multivariate distributions; expectations and transformations of random variables. Must be taken prior to or concurrently with Math 502B.

502B Probability and Statistics II (3)

Prerequisite: Math 335, 489A,B. Corequisite: Math 502A. Theory and applications of sampling theory, statistical estimation, and hypothesis testing. Must be taken after or concurrently with Math 502A.

503A Mathematical Modeling I (3)

Prerequisites: Math 489A,B and 501A,B. Mathematical modeling concepts. Topics may include: dimensional analysis, scaling, and sensitivity; system concepts, state space, observability, controllability, and feedback; dynamical systems, models and stability analysis; optimization models.

503B Mathematical Modeling II (3)

Prerequisite: Math 503A. Development and analysis of mathematical models in such areas as mechanics, economic planning, operations management, environmental and ecological sciences, biology and medicine.

504A Simulation Modeling and Analysis (3)

Prerequisites: Math 501A,B; 502A,B; 503A,B. Corequisite: Math 504B. Advanced techniques of simulation modeling, including the design of Monte Carlo, discrete event, and continuous simulations. Topics may include output data analysis, comparing alternative system configurations, variance-reduction techniques, and experimental design and optimization.

504B Applications of Simulation Modeling Techniques (3)

Prerequisites: Math 501A,B; 502A,B; 503A,B. Corequisite: Math 504A. Introduction to a modern simulation language, and its application to simulation modeling. Topics will include development of computer models to demonstrate the techniques of simulation modeling, model verification, model validation, and methods of error analysis.

581 Studies in Geometry (3)

Prerequisites: Math 307, graduate standing, plus one year of full-time teaching in secondary school mathematics. Topics relating to the high school curriculum from an advanced standpoint including the axiomatic method and non-Euclidean geometry.

582 Studies in Algebra (3)

Prerequisites: Math 302, graduate standing, plus one year of full-time teaching in secondary school mathematics. Topics relating to the high school curriculum from an advanced standpoint including algorithms, fields and polynomials.

583 Topics in Statistics (3)

Prerequisite: Math 338, graduate standing, plus one year of full-time teaching in secondary school mathematics. Calculus based course is designed to teach appropriate strategies and tools to effectively address problems in statistics. Includes project design, exploratory data analysis and interpretation, and effective communication of results.

584 Studies in Analysis (3)

Prerequisites: Math 350, graduate standing, plus one year of full-time teaching in secondary school mathematics. Topics relating to the high school curriculum from an advanced standpoint including limits, continuity, differentiation and integration.

586 Studies in Discrete Mathematics (3)

Prerequisites: Math 335 and one of the following: Math 320, EGGN 205, Comp Sci 121 or equivalent; graduate standing and one year of full time teaching in secondary school mathematics. Topics relating to the high school curriculum from an advanced standpoint including combinatorics, probability, matrices, and linear programming.

587 Studies in Mathematical Problem Solving (3)

Prerequisites: Math 302, graduate standing, plus one year of full-time teaching in secondary school mathematics. Problem solving via non-routine and enrichment-type problems from several branches of mathematics.

597 Project (3)

Prerequisite: consent of instructor. May be repeated for credit. Students in the Applied Master's Program earn a total of 6 units

599 Independent Graduate Research (1-3)

Prerequisites: graduate standing and consent of instructor. One unit required for each regular graduate course. Also offered without being attached to any course. May be repeated for credit.

MATHEMATICS EDUCATION COURSES

Courses are designated as MAED in the class schedule

442 Teaching Mathematics in Secondary School (3)

Prerequisite: admission to Teacher Education Program in Mathematics or consent of instructor. Objectives, methods, and materials and technology for teaching mathematics. Required before student teaching, of mathematics majors for the general single subject credential. (2 hours lecture, 2 hours activity)

449E Externship in Secondary Teaching (3)

See description under Department of Secondary Education.

449I Internship in Secondary Teaching (10)

See description under Department of Secondary Education.

449S Seminar in Secondary Teaching (3)

See description under Department of Secondary Education.

499 Independent Study (1-3)

Prerequisite: consent of instructor. Special topic in mathematics education, selected in consultation with and completed under supervision of the instructor. May be repeated for credit.



Mechanical Engineering

College of Engineering and Computer Science

MECHANICAL ENGINEERING VISION, MISSION, STRATEGIES AND EDUCATIONAL OBJECTIVES

Mechanical Engineering Vision Statement

The Mechanical Engineering Department's vision is to be recognized as one of the high quality mechanical engineering programs in Southern California.

Mechanical Engineering Mission Statement

Consistent with the University's Mission, learning is the first priority in the Mechanical Engineering Department. To implement our mission, we provide the best qualities of teaching, scholarship and professional practice. The Department is committed to facilitating the education of the mechanical engineering undergraduate and graduate students by following the Department's Program Educational Objectives.

Mechanical Engineering Strategies

The Mechanical Engineering Department wishes to realize its vision, and accomplish its mission by:

- strengthening the Department's partnerships with its stakeholders and community;
- enhancing the quality of the Mechanical Engineering program through systematic assessments and feedback; and
- integrating emerging fields into the curriculum.

Program Educational Objectives

1. To prepare students for successful careers and lifelong learning.
2. To train students thoroughly in methods of analysis including the mathematical and computational skills appropriate for engineers to use when solving problems.
3. To develop skills pertinent to the design process, including the students' ability to formulate problems, to think creatively, to communicate effectively, to synthesize information and to work collaboratively.
4. To teach students to use current experimental and data analysis techniques for engineering applications.
5. To instill in the students an understanding of their professional, social and ethical responsibilities.

INTRODUCTION

The mechanical engineering program at CSUF provides a foundation for professional engineering careers in private industry and government. Mechanical engineers are employed in a wide range of industries such as manufacturing, transportation, energy, food, and biomedical application. In general, mechanical engineers are involved with the design, research, development, manufacture, testing, distribution, support, maintenance, and recycling of devices and products. Automobiles, airplanes, home appliances (refrigerators, washing machines, dryers, vacuum cleaners, etc.), robots, printers, and computer hard disk drives are some of the various products that have been customarily designed and developed by mechanical engineers. Mechanical engineers possess a firm understanding of science, mathematics and engineering needed to carry out these complex tasks which are so important to a modern technological society.

DEPARTMENT CHAIR

Timothy Lancey (Acting)

DEPARTMENT OFFICE

Engineering 100

PROGRAMS OFFERED

Bachelor of Science in Mechanical Engineering

Manufacturing Engineering Emphasis

Master of Science in Mechanical Engineering

DEPARTMENT WEBSITE

http://www.fullerton.edu/ecs

FACULTY

Andy Bazar, Jesa Kreiner, Timothy Lancey, Hossein Moini, Peter Othmer, James Rizza, Hasan Sehitoglu

ADVISER

Undergraduate/Graduate Program Adviser: (Vacant)

The graduate curriculum is designed to provide a specialized education for career advancement or further work towards a doctoral degree program.

High School Preparation

The entering high school student should have a preparation which includes two years of algebra, geometry, trigonometry, and one year of physics or chemistry. Students deficient in mathematics or chemistry must take special preparatory courses, i.e., Mathematics 125 and Chemistry 115, which will not carry credit for the major. (See Mathematics Section for Entry Level Mathematics test and Math-Science Qualifying Examination requirements.)

Transfer Students

A transfer student shall complete a minimum of 30 units in residence of which at least 15 units shall be taken in upper-division engineering courses. Work taken at another college or university on which a grade of "D" (1.0) was earned may not be substituted for upper-division courses.

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

The current Mechanical Engineering curriculum is under revsion; for the current degree requirements, refer to the department's website.

The under-graduate program requirements for the bachelor of science in mechanical engineering are comprised of four major segments: foundation courses in mathematics and physical sciences; basic engineering courses; general education courses in the arts, humanities, social sciences, biological sciences and other related areas; and a sequence of courses to fulfill the requirements of the Mechanical Engineering degree or the emphasis in Manufacturing Engineering.

Undergraduate students are required to meet with their academic adviser every semester during the first year and at least once a year thereafter. Students are strongly encouraged to see their academic advisers frequently. All courses taken in fulfillment of the requirements for the bachelor's degree must be taken for a letter grade, i.e., under grade Option 1. All mathematics and physical science courses required for the degree must be completed with at least a "C" (2.0) grade to count as prerequisite courses to engineering courses or as credit towards the degree. Graduate courses are not open to undergraduate students without approval of the program coordinator.

Mathematics and Science Courses (30)

Mathematics 150A Calculus (4)

Mathematics 150B Calculus (4)

Mathematics 250A Multivariate Calculus (4)

Mathematics 250B Introduction to Linear Algebra and Differential Equations (4)

Chemistry 120A General Chemistry (5)

Physics 225, 225L Fundamental Physics: Mechanics and Lab (4)

Physics 226, 226L Fundamental Physics: Electricity and Magnetism and Lab (4)

Physics 227 Fundamental Physics: Waves, Optics, and Modern Physics (1)

Engineering Core Courses (24)

EGME 102 Graphical Communications (3)

EGCE 201 Statics (3)

EGEE 203 Electric Circuits (3)

EGGN 205 Digital Computation (3)

EGCE 302 Dynamics (3)

EGME 304 Thermodynamics (3)

EGME 306A Unified Laboratory (1)

EGGN 308 Engineering Analysis (3)

EGGN 314 Engineering Economy (2)

General Education Courses

I. Core Competencies (9)

A. Oral Communication (3)
Honors 101B, Human Comm 100, or Human Comm 102

B. Written Communication (3)
English 101

C. Critical Thinking (3)
Honors 101A; Human Comm 235; Philosophy 105, 106; Psychology 110; or Reading 290

II. Historical and Cultural Foundations (9)

A. Development of World Civilization (3)
History 110A or 110B

B. American History, Institutions and Values (6)

1. American History (3)
Afro Ethnic Studies 190, American Studies 201, Chicano 190, History 180, 190, or Honors 201A

2. Government (3)
Poli Sci 100

III. Disciplinary Learning (31)

A. Mathematics and Natural Sciences (16)

1. Mathematics
Mathematics 150A (4)

2. Natural Sciences

a. Physical Science
Chemistry 120A and Physics 225, 225L

b. Earth and Astronomical Sciences
Not applicable for engineering majors

c. Life Science
Biology 101 (3)

3. Implications and Explorations in Mathematics and Natural Sciences
Not applicable for engineering majors

B. Arts and Humanities (9)

1. Introduction to the Arts (3)
Art 101, 201A, 201B, 311, 312, Dance 101, Music 100, Theater 100

2. Introduction to the Humanities (3)
Any lower-division course in this category listed in the current class schedule

3. Implications, Explorations and Participatory Experience in the Arts and Humanities (3)

Any upper-division course in this category in the current class schedule

C. Social Sciences (6)

1. Introduction to the Social Sciences (3)
   EGGN 314 and one of EGCE 490, EGEE 490 or EGME 490
2. Implications, Explorations and Participatory Experience in the Social Sciences (3)
   Any upper-division course in this category listed in the current class schedule

IV. Lifelong Learning

This category is not applicable to engineering majors

V. Cultural Diversity

Take at least one star (*) course in Sections III.B.3 or III.C.2

Upper-Division Writing Requirement

In addition to a passing score on the Examination in Writing Proficiency (EWP), the following courses are required by all mechanical engineering majors: EGME 306A, 306B, 376A, and 376B. Written work for these courses must meet professional standards and requires completion with a grade of "C" (2.0) or better. ("C minus" is not a passing grade.)



Second Language Graduation Requirement

Since the Bachelor of Science in Mechanical Engineering is a high-unit program, majors are exempt from the Second Language Graduation Requirement.

Required Courses in Mechanical Engineering (39 units)

EGEE 303 Electronics (3)

EGEE 303L Electronics Laboratory (1)

EGME 306B Fluids and Thermal Laboratory (1)

EGME 322L Introduction to Computer-Aided Design (3)

EGME 331 Mechanical Behavior of Materials (3)

EGME 333 Fluid Mechanics & Aerodynamics (3)

EGME 335 Introduction to Mechanical Design (3)

EGME 376A Dynamic Systems and Controls Lab (2)

EGME 376B Energy and Power Lab (2)

EGME 407 Heat Transfer (3)

EGME 414 Design Project I (3)

EGME 419 Design Project II (2)

EGME 421 Mechanical Design (3)

EGME 426 Design of Thermal and Fluid Systems (3)

EGME 431 Mechanical Vibrations (3)

EGME 490 Seminar in Engineering (1)

Technical Electives in Mechanical Engineering (11 units)

Before enrolling in any elective course, approval of the adviser must be obtained.

Power and Energy

EGGN 403 Computer Methods in Numerical Analysis (3)

EGME 417 Computational Heat Transfer (3)

EGME 424 Data Acquisition and Instrumentation Using LabVIEW (3)

EGME 447 Piping Selection and Piping Network Design (3)

EGME 451 Heating, Ventilating and Air Conditioning Systems (3)

EGME 452 Fluid Machinery (3)

EGME 454 Optimization of Engineering Design (3)

Design and Materials for Manufacturing

EGME 301L Advanced Auto CAD for Design Documentation (2)

EGGN 403 Computer Methods in Numerical Analysis (3)

EGME 410 Introduction to the Finite Element Method and Applications (3)

EGME 411 Mechanical Control Systems (3)

EGME 438 Analytical Methods in Engineering (3)

EGME 454 Optimization of Engineering Design (3)

EGME 456 Introduction to Mechatronics for Engineers (3)

EGME 459 Plastics and Other Non-Metallics (3)

EGME 460 Failure of Engineering Materials (3)

EGME 461 Fabrication Methods (3)

EGME 462 Composite Materials (3)

EGME 463 Introduction to Robotics (3)

EGME 475 Acoustics and Noise Control (3)

EGME 480 Human Factors in Engineering (3)

EGME 483 Computer-Aided Manufacturing (3)

EGME 486 Introduction to Electronics Packaging (3)

EGME 487 Thermal Control of Electronic Packaging (3)

Thermal and Fluids Engineering

EGME 410 Introduction to the Finite Element Method and Applications (3)

EGME 417 Computational Heat Transfer (3)

EGME 424 Data Acquisition and Instrumentation Using LabVIEW (3)

EGME 447 Piping Selection and Piping Network Design (3)

EGME 451 Heating, Ventilating and Air Conditioning Systems (3)

EGME 452 Fluid Machinery (3)

EGME 454 Optimization of Engineering Design (3)

EGME 486 Introduction to Electronics Packaging (3)

EGME 487 Thermal Control of Electronic Packaging (3)

Robotics, Controls, and Automated Manufacturing

EGGN 403 Computer Methods in Numerical Analysis (3)

EGME 410 Introduction to the Finite Element Method and Applications (3)

EGME 411 Mechanical Control Systems (3)

EGME 424 Data Acquisition and Instrumentation Using LabVIEW (3

EGME 454 Optimization of Engineering Design (3)

EGME 456 Introduction to Mechatronics for Engineers (3)

EGME 457L Intelligent Systems Lab (2)

EGME 461 Fabrication Methods (3)

EGME 463 Introduction to Robotics (3)

EGME 483 Computer-Aided Manufacturing (3)

EGME 486 Introduction to Electronics Packaging (3)

MANUFACTURING ENGINEERING EMPHASIS

See the Bachelor of Science in Mechanical Engineering section of this catalog for requirements in mathematics and science foundation courses (30 units), engineering core courses (24 units) and general education course work.

Required Courses (43 units)

EGEE 303 Electronics (3)

EGEE 303L Electronics Lab (1)

EGME 306B Fluids and Thermal Laboratory (1)

EGME 322L Introduction to Computer-Aided Design (3)

EGME 331 Mechanical Behavior of Materials (3)

EGME 333 Fluid Mechanics and Aerodynamics (3)

EGME 335 Introduction to Mechanical Design (3)

EGME 376A Dynamic Systems and Controls Lab (2)

EGME 407 Heat Transfer (3)

EGME 414 Design Project I (3)

EGME 419 Design Project II (2)

EGME 421 Mechanical Design (3)

EGME 426 Design of Thermal and Fluid Systems (3)

EGME 461 Fabrication Methods (3)

EGME 463 Introduction to Robotics (3)

EGME 483 Computer-Aided Manufacturing (3)

EGME 490 Seminar in Engineering (1)

Technical Electives (9 units)

Approval of the adviser must be obtained before enrolling in any elective course.

EGME 410 Introduction to the Finite Element Method and Applications (3)

EGME 411 Mechanical Control Systems (3)

EGME 454 Optimization of Engineering Design (3)

EGME 459 Plastics and Other Non-Metallics (3)

EGME 460 Failure of Engineering Materials (3)

EGME 462 Composite Materials (3)

EGME 480 Human Factors in Engineering (3)

EGCE 408 Reinforced Concrete Design (3)

EGEE 323 Engineering Probability and Statistics (3)

EGEE 404 Introduction to Microprocessors and Microcomputers (3)

EGEE 404L Microprocessor Lab (1)

EGEE 445 Digital Electronics (3)

EGEE 465 Introduction to VLSI Design (3)

MASTER OF SCIENCE IN MECHANICAL ENGINEERING

To qualify for admission to a conditionally classified standing, applicants must meet the following university and departmental requirements:

1. Bachelor's degree from a regionally accredited institution, e.g., Western Association of Schools and Colleges (WASC).
2. Bachelor's degree in mechanical engineering from an institution accredited by the Accreditation Board for Engineering and Technology (ABET).
3. Minimum GPA of 2.5 in the last 60 semester units.
4. Good standing at the last institution attended.

Students not meeting the above requirements may be admitted at the discretion of the department head and will be required to take an additional six or more units of adviser-approved prerequisite course-work. The student must demonstrate potential for graduate study by earning a grade point average of 3.0 or higher in these courses.

Any student entering the Master of Science degree program without a B.S. in Mechanical Engineering will also be required to complete one or more courses in the areas where the student is deemed to be deficient, prior to beginning course work for the Master's degree.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Classified Standing

Students meeting the following additional requirements will be advanced to classified standing and are eligible to take graduate courses for which they are qualified.

1. Completion of all deficiency work specified by the graduate adviser with a grade of "B" (3.0) or better.
2. Development of an approved study plan. Before completing nine units at CSUF toward the M.S. degree, the student must meet with an adviser for preparation of a study plan which must be approved by the department head and Office of Graduate Studies.
3. Fulfillment of the university writing requirement prior to completing nine units at CSUF toward the M.S. degree. Students must demonstrate writing ability commensurate with the baccalaureate degree. Please refer to the "Graduate Regulations" section of this catalog for further information on how this requirement can be met.

Study Plan

The study plan consists of a minimum of 30 units of adviser-approved upper-division or graduate-level course work which must be completed with an overall grade-point average of at least 3.0. At least half the units required for the degree must be in approved graduate (500-level) courses.

Required Courses (6 units)

EGGN 403 Computer Methods in Numerical Analysis (3)

Additional adviser-approved math-oriented course (3)

Concentration Courses (15 units)

A student is required to select a minimum of 15 units in mechanical engineering.

These units may be 400-level and 500-level courses and are selected according to the student's area of interest. Course work is designed to meet the student's professional career goals and may focus on the following areas: Power and Energy, Design and Materials for Manufacturing, Thermal and Fluids Engineering, Robotics, Controls, and Automated Manufacturing.

Other Courses (9 units)

Elective units should be taken in mechanical engineering or a related engineering field and are subject to adviser approval.

Exam/Thesis/Project Option (3-6 units)

Subject to approval by the adviser, students may select one of the following three options for final review by a department committee:

1. Oral comprehensive examination
2. EGME 597 Project (3-6 units)
3. EGME 598 Thesis (3-6 units)

Students enrolling in less than six units of Thesis/Project will be required to take an oral comprehensive exam. Students enrolling in six units of thesis or project may defend their thesis or project instead of taking an oral comprehensive exam.

MECHANICAL ENGINEERING COURSES

Courses are designated as EGME in the class schedule.

102 Graphical Communications (3)

Graphics as a fundamental means of communication in design. Development of spatial visualization. Freehand sketching and use of instruments, orthographic projection, pictorials. Dimensioning, tolerances, descriptive geometry, CAD principles and applications, AutoCAD, design procedure, cost analysis and freshman design project. (1 hour lecture, 6 hours laboratory) (CAN ENGR 2)

214 Basic Machine Shop Practice and Safety (2)

Prerequisites: Mathematics 115, 125 or equivalents. Introduction to machine shop practices and drill press, grinding wheel, lathe, vertical mill and band saw. Thorough safety procedures instruction on each machine. Student demonstrates safe practices on each machine. Introduction to measurement and tolerancing. Discussion and laboratory practice. (1 hour lecture, 3 hours laboratory.) Does not count toward fulfilling degree requirements. Credit/No Credit only.

286 Technology-Based Graphical Communication (3)

Prerequisite: Mathematics 130 or Mathematics 150A. Introduction to the techniques used in three-dimensional graphics, design and visualization to conceptualize, apply, analyze, synthesize, evaluate and communicate information concepts using available technology. No credit for Engineering/Computer Science majors. (2 hours lecture, 2 hours laboratory)

304 Thermodynamics (3)

Prerequisites: Chem 120A, Math 150B and Physics 225; Corequisite: EGGN 205 or consent of instructor. Energy and its transformation; heat and work; conservation of mass and energy, system properties, irreversibility and availability. Ideal gases, heat engines and refrigeration (both ideal and actual), equipment selection and sizing.

306A Unified Laboratory (1)

Prerequisites: Physics 225 and EGME 102. Corequisite: EGGN 205. Observations and measurements as an introduction to the experimental method. Static and dynamic measurements on engineering systems (beams, columns, pendulums, gyroscopes) using mechanical and electrical transducers. Principles of probability and statistics and their applications to experimental measurements. Report writing. Must be passed with a grade of "C" (2.0) or better to count towards the upper division writing requirement. ("C-minus" is not a passing grade). (3 hours laboratory)

306B Fluids and Thermal Laboratory (1)

Prerequisites: EGME 306A and 333. Corequisite: EGME 407. Continuation of EGME 306A. Flow measurement techniques using orifice plates, venturimeters. Pitot probes and nozzles. Temperature and pressure measurement. Experimental studies of fluid friction and heat exchanger performance. Use of microcomputers in data acquisition, reduction and analysis. Technical report writing. Must be passed with a grade of "C" (2.0) or better to count towards the upper division writing requirement. ("C-minus" is not a passing grade). (3 hours laboratory)

322L Introduction to Computer-Aided Design (3)

Prerequisite: EGME 331, EGCE 302, or consent of instructor. Introduction to modeling, assembly, design documentation and analysis using typical commercial CAD/CAE software such as Mechanical Desktop, Pro/ENGINEER and ANSYS. Use of online resources in the collaborative design process. Design file transfer protocols. Design project using a technology based team environment. CAD/CAE system selection criteria. (1 hour discussion, 6 hours laboratory). (Same as Computer Science 322L)

331 Mechanical Behavior of Materials (3)

Prerequisites: Chem 120A, Math 250A, EGCE 201; Corequisite: EGME 306A. Engineering properties of materials. Toughness and fatigue. Creep phenomena. Corrosion. Energy concepts. Beams and columns. Torsion. Combined stresses. Pressure vessels. Failure theories. Design of machine elements.

333 Fluid Mechanics and Aerodynamics (3)

Prerequisite: EGCE 201. Corequisites: EGGN 205 and EGME 304. Principles of fluid mechanics and their applications; fluid properties; fluid statics; one-dimensional incompressible flow; concepts of multi-dimensional flows including conservation principles; similitude and dimensional analysis; internal and external viscous flow; elements of compressible flow; design considerations in fluid mechanics.

335 Introduction to Mechanical Design (3)

Prerequisites: EGGN 205, EGCE 302 and EGME 102. Kinematics and dynamics of mechanisms; design and analysis of linkages, gears, and cams through the use of analytical, graphical and computer-aided techniques.

407 Heat Transfer (3)

Prerequisites: Mathematics 250B and EGME 333. Principles of heat transfer and their applications: introduction to conductive, convective and radiation heat transfer; one-dimensional heat conduction; concepts of multi-dimensional conduction; convective heat transfer in conduits and external surfaces; heat exchangers and thermal system design.

410 Introduction to the Finite Element Method and Applications (3)

Prerequisite: approved study plan. Basic concepts of integral and matrix formulation of boundary value problems. One dimensional finite element formulation of heat transfer, truss beam and vibration problems. Applications of commercial finite element programs. Selection criteria for code, element and hardware. CAD system interfaces.

411 Mechanical Control Systems (3)

Prerequisites: EGGN 205 and 308, and EGCE 302. Mechanical control system design and analysis. Pneumatic, hydraulic, electromechanical actuators and devices. Stability criteria, root locus plots, transfer functions, introduction to feedback control and microprocessor applications.

414 Design Project I (3)

Prerequisites: EGME 322L and 421. Corequisite: EGME 426. Design methodology, CAD/CAE philosophy, optimization, product liability, probability/statistical principles, ASME codes, safety, human factors, material selection, legal aspects of design, professional ethics. Design project to be completed in EGME 419, feasibility study, preliminary design, assembly drawings, interim project report. Oral presentation. (1 hour lecture and 6 hours laboratory)

417 Computational Heat Transfer (3)

Prerequisites: EGGN 205 and 308, and EGME 407. Computer visualization of 2-D/3-D temperature fields. Steady and unsteady conduction heat transfer. Incompressible free and forced convective boundary layer flows. Multiple surface radiation analysis. Boiling and condensation. Emphasis on design aspects of computational heat transfer and use of CFD codes.

418 Space and Rocket Engineering (3)

Prerequisites: EGCE 201, EGME 304, 331, and 333. Principles of rocket propulsion systems. Single and multi-stage rockets. Theory and application of orbital mechanics. Space flight maneuvers. Boosting a satellite into orbit. Spacecraft guidance and control. Trajectories to Moon and Mars.

419 Design Project II (2)

Prerequisite: EGME 414. Completion of the design project initiated in EGME 414. Construction of prototype, model or components. Testing of the proposed design, and preparation of a final design report. Teamwork and communications skills are emphasized. Oral presentation is required. (6 hours laboratory)

421 Mechanical Design (3)

Prerequisites: EGCE 301 or EGME 331, and 335. Design and application of machine components such as brakes, clutches, gears, springs, fasteners, lubrication of machine elements, bearings, gaskets, seals, "O" rings, methods for study of impact, dynamic loading and fatigue; comprehensive treatment of failure, safety and reliability.

422 Mechanical Design Using Pro/ENGINEER (3)

Prerequisite: EGME 322L or equivalent. Modeling, assembly and design documentation using Pro/ENGINEER. Design of mechanical components and assemblies using Advanced Pro/ENGINEER features such as blends, drafts, user defined features, relations, family tables and assembly management. Collaborative design project, utilizing online resources. May be repeated for one credit.

424 Data Acquisition and Instrumentation Using LabVIEW (3)

Prerequisite: EGME 306A or equivalent. Graphical programming; design and development of virtual instruments using LabVIEW programming environment; building applications for data acquisition, measurement, testing, and control of engineering systems; collaborative term project. (2 hours discussion, 3 hours laboratory)

426 Design of Thermal and Fluid Systems (3)

Prerequisite: EGME 407. Integration of fundamental principles of thermodynamics, fluid mechanics, heat transfer and related subjects in the design of thermal and fluid systems. The design process is applied to pumps, fans, turbines, boilers, and heat exchangers using economics and optimization with case studies.

431 Mechanical Vibrations (3)

Prerequisites: EGGN 205 and 308, and EGCE 302. Modeling and analysis of single and multiple degrees of freedom systems. Response to forcing functions. Vibrations of machine elements. Design of vibration isolation systems. Balancing of rotating machinery. Random excitation and response of mechanical structures.

438 Analytical Methods in Engineering (3)

Prerequisite: EGGN 308. Ordinary and partial differential equations with constant and variable coefficients; orthogonal functions; conformal mapping; potential theory; engineering applications.

447 Piping Selection and Piping Network Design (3)

Prerequisites: EGME 333 and EGCE 301 or EGME 331. Pressure losses in piping networks; selection of piping based upon fluid, temperature, pressure and economic considerations; piping connections, fittings and components; stress analysis; review of national piping codes.

451 Heating, Ventilating and Air Conditioning Systems (3)

Prerequisites: EGME 304 and 407. The fundamentals of controlling heating, ventilating, and air conditioning systems. Theory and analysis of fundamental thermodynamics relating to these systems. Laboratory demonstrations of actual systems.

452 Fluid Machinery (3)

Prerequisites: EGME 304 and 333. Thermal and hydraulic design and analysis of pumps, fans, turbines and compressors. Component selection, system design and performance evaluations.

454 Optimization of Engineering Design (3)

Prerequisite: EGGN 308. Application of analytical and computer optimization techniques to engineering design problems. Presentation of design as an optimization task. One dimensional minimization. Unconstrained and constrained nonlinear programming. Approximation concepts. Duality. Computer applications to design problems using a general purpose optimization program.

456 Introduction to Mechatronics for Engineers (3)

Prerequisites: EGGN 308, EGEE 303L, and EGME 306A. Introduction to mechatronics. Design issues. Sensors, actuators, programmable controllers. Hardware components for control systems. System performance. Data acquisition and control. Mechatronic control in automated manufacturing. Advanced applications and case studies. Design project.

457L Intelligent Systems Laboratory (2)

Prerequisite: EGEE 303L. Design and assembly of microprocessor-based mechanisms. Lab experiments encompass machine/high level programming, and interfacing of microcontrollers with sensors and actuators. Design project. (1 hour lecture, 3 hours laboratory)

459 Plastics and Other Non-Metallics (3)

Prerequisite: EGME 331. Simplified chemistry of plastics. Applications. Manufacturing processes. Methods for preventing deterioration of nonmetallic materials. Composites. Ceramics. Refractories. Wood. Destructive and nondestructive testing of nonmetallic materials.

460 Failure of Engineering Materials (3)

Prerequisite: EGME 331. Imperfections in solids; fracture initiation and crack propagation; dislocations; yield point phenomenon; fatigue; creep; ultrasonic effects; radiation damage; stress corrosion; hydrogen embrittlement; composite materials.

461 Fabrication Methods (3)

Prerequisite: EGME 331. Manufacturing processes. Metal joining processes. Casting, forging, powder metallurgy, machining and machining tools, finishing, coating, plating, non-metallic materials inspection and gaging, and tolerances.

462 Composite Materials (3)

Prerequisites: EGCE 301 or EGME 331. Application, mechanical properties and fabrication studies of fiber reinforced composite materials, stress analysis of laminated anisotropic composite structures. Studies of special problems unique to composites.

463 Introduction to Robotics (3)

Prerequisites: EGME 335. Corequisite: EGME 376A. Kinematic, dynamic, control and programming fundamentals associated with industrial robots and programmable manipulators. Trajectory planning, application of robotics in manufacturing and integration of robots into flexible manufacturing systems.

475 Acoustics and Noise Control (3)

Prerequisite: Physics 227. Basic phenomena on the propagation, absorption and generation of acoustic waves, specification and measurement of noise, effects of noise on speech and behavior, legal aspects of industrial and building noise, principles and application of noise control.

476A Dynamic Systems and Controls Laboratory (Formerly 376A) (2)

Prerequisites: EGME 431. Dynamic systems, vibration, acoustics and other mechanical components; computer simulation of dynamic systems; robotics, computer controlled machining and automatic data acquisition. Must be passed with a grade of "C" (2.0) or better to count towards the upper division writing requirement. ("C-minus" is not a passing grade). (6 hours laboratory) (Not available for graduate degree credit.)

476B Energy and Power Laboratory (Formerly 376B) (2)

Prerequisites: EGME 304 and 407; and EGME 306B as a prerequisite or corequisite. Mass transfer, heat transfer, and thermodynamic phenomena and their interaction with mechanical systems. Team projects, engineering reports. Must be passed with a grade of "C" (2.0) or better to count towards the upper division writing requirement. ("C-minus" is not a passing grade). (6 hours laboratory) (Not available for graduate degree credit.)

480 Human Factors in Engineering (3)

Prerequisite: Approved study plan. Principles of design for making products and systems faster, easier, and more effective to use. Design project using these principles that consider human capabilities and limitation of senses and responses to sensory stimuli. Physiological, psychological and work factors are evaluated for design of equipment, work methods, environments and standards.

483 Computer-Aided Manufacturing (3)

Prerequisite: EGME 376A or equivalent. Introduction to computer-aided manufacturing processes. CNC machines, robot and PLC programming. Design for CIM. Fixed and flexible manufacturing systems. Process planning and scheduling. Simulation software for manufacturing systems. Laboratory experiments. (1 hour discussion, 4 hours laboratory)

486 Introduction to Electronics Packaging (3)

Prerequisites: EGEE 303 and EGME 306A. Electronic components and devices. The chip carrier, packaging and production of printed circuit boards. First, second and third level packaging. Introduction to thermal analysis and vibration of electronic equipment.

487 Thermal Control of Electronic Packaging (3)

Prerequisites: EGGN 308, EGME 304 and 486 or equivalent. Fluid mechanics and heat transfer as related to the thermal control of electronic packages of varying sizes. Analysis of individual components, complete, boards, and complete systems is considered. Both liquid and gas cooling mediums are covered.

490 Seminar in Engineering (1)

Prerequisite: senior standing in engineering. The engineering profession, professional ethics, and related topics. May be repeated once for credit with the approval of the department.

497 Senior Project (1-3)

Prerequisite: Consent of instructor, adviser and department head. Directed independent design project.

499 Independent Study (1-3)

Prerequisite: Approval of study plan by adviser and department head. Specialized topics in engineering, selected in consultation with and completed under the supervision of the instructor. May be repeated for credit.

508 Advanced Inviscid Fluid Flow (3)

Prerequisites: EGGN 205 and 308, and EGME 333. Study of two- and three-dimensional potential flow theory. Sources, sinks, vortices, Rankin bodies, free jets, channel flow, air foils. Introduction to computational fluid dynamics. Complex potential and various transformation techniques are used.

511 Advanced Mechanical Vibrations (3)

Prerequisite: EGME 431. Vibrations in rotating and reciprocating machines; noise and vibration in fluid machinery; continuous systems; random vibrations; transient and nonlinear vibration, computer applications.

512 Advanced Mechanical Design and Management (3)

Prerequisite: EGME 421 or equivalent. Advanced modern mechanisms. Analysis and synthesis of mechanisms. Advanced topics in computer-aided design of mechanical, thermal and fluid systems. Methodology of modern design. Optimization in design.

516 Advanced Radiation Heat Transfer (3)

Prerequisite: EGME 407. Radiation heat transfer including the study of the geometric factor, black and real systems, and energy transfer in absorbing, scattering and emitting media, and radiation combined with other modes of energy transfer.

520 Advanced Viscous Fluid Flow (3)

Prerequisite: EGME 333. The fundamental equations of viscous fluid flow. Viscous drag estimation. Drag reduction methods. Introduction to instability and transition.

524 Advanced Thermodynamics (3)

Prerequisite: EGME 304. Equilibrium and stability criteria, third law of thermodynamics, multiple component systems, ionization, equilibrium reaction, lower core "ideal" gases, thermodynamic cycles.

526 Advanced Convective Heat Transfer (3)

Prerequisite: EGME 407. Convective heat transfer; heat transfer in external and internal flow fields for both laminar and turbulent fluid flow, applications.

530 Advanced Strength of Materials (3)

Prerequisite: EGME 421. Energy methods. Castilian's theorem. Curved beams, beams on elastic supports, thick wall cylinders, shrink fits, localized stress, column instability, failure theories, bearings.

536 Advanced Conduction Heat Transfer (3)

Prerequisite: EGME 407. Conduction heat transfer; Bessel and Legendre functions, Fourier series solutions, heat sources and sinks, multidimensional problems, transient systems and numerical methods (finite difference and finite element methods).

538 Advanced Engineering Analysis (3)

Prerequisites: EGGN 403 and EGME 438. Partial differential equations in engineering, numerical techniques, integral equations, engineering applications.

540 Computer Applications In Engineering Design (3)

Prerequisite: EGGN 403 or consent of instructor. Computers and microprocessors in engineering design. Design methodology, modeling and simulation. Geometric modeling. Design optimization. Expert systems in engineering design. Generalized programs and simulation languages are emphasized.

541 Finite Element Method for Mechanical Engineers (3)

Prerequisites: EGGN 403 and EGME 410. Matrix formulation of basic equations in steady state and transient heat conduction. Elements and interpolation functions. Non-linear problem formulation. Finite element computer programs in heat transfer, fluid dynamics and design.

554 Applied Optimal Mechanical Design (3)

Prerequisite: EGME 454 or equivalent. Formulation of design optimization problems in mechanical engineering. Review of mathematical programming methods. Practical aspects of optimization. Design of complex mechanical systems. Individual projects will be assigned to apply optimization techniques to an engineering system or component.

576 Advanced Dynamics & Control of Mechanical Systems (3)

Prerequisite: EGME 411. Advanced study of the dynamics and control of mechanical systems including: state space modeling, Lyapunov stability, modern design techniques and case studies.

597 Project (1-6)

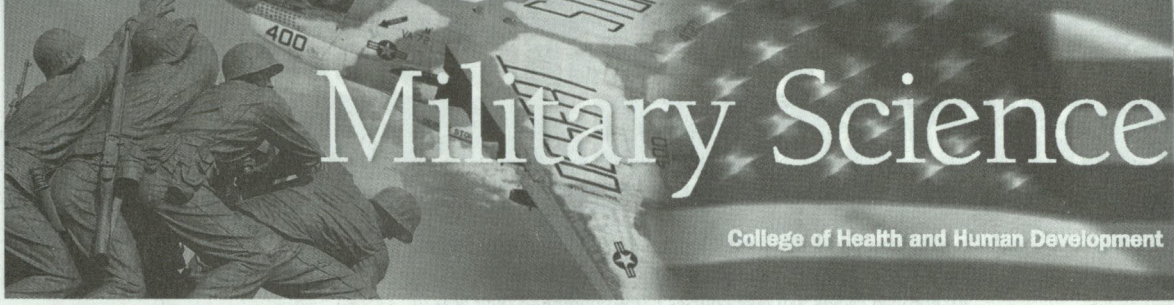
Prerequisite: Consent of Graduate Program Adviser.

598 Thesis (1-6)

Prerequisite: Consent of Graduate Program Adviser.

599 Independent Graduate Research (1-3)

Prerequisite: Classified graduate status. Open to graduate students only by consent of Mechanical Engineering Graduate Program Adviser. May be repeated for credit only upon approval by the Graduate Program Adviser.



Military Science

College of Health and Human Development

INTRODUCTION

Military Science provides a dynamic dimension to the university by offering an unmatched hands-on leadership and management education. Military Science is also a university endorsed co-ed club and offers various extra-curricular teams and activities such as: "Ranger Challenge" (intercollegiate competition based on physical fitness and agility, rifle marksmanship and map reading/land navigation), Paintball, one Field Training Exercise (overnight bivouac) per semester, rappelling demonstrations and a Color Guard team (presents flags at ceremonies and events) as well as several other exciting activities. All curriculum and activities are designed to build and enhance leadership, management and team building skills that apply in both military and civilian sectors and last a lifetime.

Military Science courses are accredited and available to students in all academic disciplines. Full-time students are also eligible to enroll as cadets in accordance with university and Department of the Defense policies. Several competitive financial assistance programs are available which include: three-year and two-year scholarships, Reserve Forces and National Guard duty, GI Bill and loan repayment options. Additionally, scholarship recipients and Advanced course students earn up to $400 per month.

Upon successful completion of the two or four-year Reserve Officers Training Corps (ROTC) program, cadets are commissioned as second lieutenants in the United States Army, United States Army Reserves or Army National Guard.

Four-Year Program

This program is comprised of a lower division "Basic Course" and an upper division "Advanced Course." The Basic Course refers to first and second year courses (MLSC 101, 102, 201 and 202) which are designed for beginning students who want to try Reserve Officers Training Corps (ROTC) without obligation. Once the Basic Course is completed, students qualify for entry into the upper-division Advanced Course (MLSC 301, 302, 401, 402) which prepares them to be commissioned as officers in the United States Army, the Army Reserves, or the Army National Guard. Upon entry into the Advanced Course, cadets are required to sign a contract with the Department of the Army agreeing to complete the ROTC program and accept a commission as a second lieutenant. Once the contract is signed, Advanced Course cadets will receive up to $400 per month, along with free uniforms for all military science courses.

Two-Year Program

This program is for those students who have at least four semesters of work remaining on campus as either an undergraduate or graduate student, and who did not participate in ROTC earlier. These students enter the Advanced Course of the program after attending a one week all expenses paid summer leadership internship or providing proof of completion of Military Basic Training, or three years JROTC. Students enrolled in the two-year program are eligible for contracting under the same benefits, requirements and guidelines as the four-year students.

International Learning Opportunities in Military Science

Advanced course students have an opportunity to attend overseas Cadet Troop leadership Training (CTLT) for three weeks between their junior and senior years. CTLT gives cadets a chance to serve as an acting platoon leader with an actual active duty U.S. Army unit. Many of the CTLT positions are with overseas units in Korea and Europe. Additionally, commissioned second lieutenants selected for active duty will have the opportunity to serve at duty stations all over the world, work with fellow military officers from other countries, attend foreign military schools, and immerse themselves in the culture of their host nation while they live and work there.

PROFESSOR OF MILITARY SCIENCE

Lieutenant Colonel William L. Howard, Jr.

ENROLLMENT COUNSELOR

Captain Scott Murphy

SENIOR MILITARY INSTRUCTOR

Master Sergeant Dan Sturgell

DEPARTMENT OFFICE

Faculty Terrace South 1007-1012,
Phone: (714) 278-3007

DEPARTMENT WEBSITE

http://hhd.fullerton.edu/militaryscience/

PROGRAMS OFFERED

- Summer Leadership Internships
- Adventure/leadership training and physical training/weight lifting (no military obligation)
- Minor in Military Science
- Second Lieutenant Commission (U.S. Army, Reserves or National Guard)

MINOR IN MILITARY SCIENCE

The Military Science Minor is comprised of a combination of courses from many disciplines totaling 24 units. Students interested in this program should seek additional information from the Military Science Department.

General Requirements

All enrolled cadets will take courses corresponding to their academic standing in order to remain academically aligned.

Military Science 100 Army Physical Training (1) (This class can be repeated up to 8 times.)

Kinesiology 146 Weight Lifting (1)
(For cadets desiring extra conditioning.)

Freshmen

Military Science 101 Foundations of Officership (3)

Military Science 102 Basic Leadership (3)

Sophomores

Military Science 201 Individual Leadership Studies (3)

Military Science 202 Leadership and Teamwork (3)

Juniors

Military Science 301 Leadership and Problem Solving (4)

Military Science 302 Leadership and Ethics (4)



ROTC Advanced Camp

Seniors

Military Science 401 Leadership and Management (4)

Military Science 402 Officership (4)

Optional

Military Science 499 Independent Study in U.S. Military History (3)

MILITARY SCIENCE COURSES

Courses are designated as MLSC in the class schedule.

100 Army Physical Training (1)

Required each semester of all students in the Military Science Program. Emphasizes the principles of cardiorespiratory and muscular endurance, muscular strength, flexibility, and military technique. Designed to improve the student's ability to develop and lead an organizational level physical training program. May be repeated for credit.

101 Foundations of Officership (3)

Learn fundamental concepts of leadership and management in the classroom with practical application in outside activities. Develop interpersonal, organizational and motivational skills necessary for leaders of the 21st century. This is useful for both corporate and military career preparation; however, students will become familiar with basic military skills and customs. (2 hours lecture, 2 hours laboratory)

102 Basic Leadership (3)

Prerequisite: Military Science 101. Learn to apply principles of effective leadership. Reinforce self-confidence through participation in physically and mentally challenging exercises. Develop communication skills to improve individual performance and group interaction. Relate ethical values to the effectiveness of a leader. (2 hours lecture, 2 hours laboratory)

201 Individual Leadership Studies (3)

Learn and apply leadership skills that develop individual abilities and contribute to the building of effective teams. Improve oral and written communication skills. Learn techniques to train others as an aspect of continued leadership development. (2 hours lecture, 2 hours laboratory)

202 Leadership and Teamwork (3)

Refine ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentations, writing concisely, planning of events, coordination of group efforts, land navigation and basic military movement techniques and tactics. These skills demonstrated through hands-on exercises. (2 hours lecture, 1.5 hours laboratory)

301 Leadership and Problem Solving (4)

Improve knowledge of senior noncommissioned officer duties and the officer's relationship to the NCO. Course content includes: principles of leadership, officer and NCO roles, training management, command climate, staff organization and functions. (3 hours lecture, 2 hours laboratory)

302 Leadership and Ethics (4)

Cadets will refine their leadership skills by planning and executing various exercises. Discussions will focus on dynamics of military organizations and how to ensure mission accomplishment. Emphasis will be on skills required to successfully complete Advances Camp. (3 hours lecture, 2 hours laboratory)

401 Leadership and Management (4)

This course is intended to provide those skills necessary to transition from student and cadet to second lieutenant in the United States Army. Students will be responsible to gain knowledge level material through their readings and apply that knowledge in practical, hands-on exercises within the classroom and external settings. Kolb's experimental learning model provides the primary method/basis of instruction. (3 hours lecture, 2 hours laboratory)

402 Officership (4)

Prerequisite: Cadet at Military Science Level IV (senior) status. Refine counseling and motivating techniques. Examine aspects of tradition and law as they relate to leading soldiers as an officer in the Army. Study the responsibilities of officer and officials. Prepare for a future as a successful Army lieutenant. (3 hours lecture, 2 hours laboratory)

499 Military Science Independent Study (3)

Independent study provides the student with the opportunity to meet Army commissioning requirements when the normal course of study is not possible due to course sequencing. Students will be assigned special projects which will require the demonstration of military principles.

Modern Languages and Literatures

College of Humanities and Social Sciences

DEPARTMENT CHAIR
Janet Eyring

DEPARTMENT OFFICE
Humanities 835A

DEPARTMENT WEBSITE
http://hss.fullerton.edu/mll

LANGUAGE LABORATORY
Humanities 325

PROGRAMS OFFERED

Bachelor of Arts in French, German, Japanese, and Spanish

Minor in French, German, Japanese, Portuguese, and Spanish

Master of Arts in French, German, and Spanish

Master of Science in Education: Teaching English to Speakers of Other Languages (TESOL)

Certificate for Teaching English to Speakers of Other Languages (TESOL)

Business Language Concentrations for Bachelor of Arts in International Business: Chinese, French, German, Japanese, Portuguese, and Spanish

Single Subject Matter Preparation Program for Secondary Teaching: French, German, Japanese, and Spanish

INTRODUCTION

The Department of Modern Languages and Literatures offers a wide diversity of programs of language, cultural studies, linguistics, literature, and teacher education aimed at meeting the varying needs of today's students.

In our changing world, we must lower barriers to understanding. Communicating effectively in a foreign language is not simply an exercise in the acquisition of linguistic skills. In learning another language, we also gain insight into the thinking of another culture (often very different from our own); insights which afford us the perspective necessary to examine critically our own cultural values. In our department, we view language, culture, linguistics and literature as integrally related facets of the complex phenomenon of human communication which help us better understand ourselves, each other, our values, and our roles in a changing multicultural world.

Our department has well-established baccalaureate programs in French, German, Japanese and Spanish, and master's programs in French, German and Spanish. Additionally, we offer training for the California secondary credential program in Spanish, French, German, and Japanese, a post baccalaureate program leading to a Certificate in Teaching English to Speakers of Other Languages (TESOL) and an M.S. in Education with a concentration in Teaching English to Speakers of Other Languages (TESOL). In addition to our degree and certificate programs, we offer minors in French, German, Japanese, Portuguese and Spanish. Course work is also offered in Arabic, Chinese, Italian, Korean, Latin, Persian, and Vietnamese.

Students interested in developing language and cultural competencies find a variety of programs in Modern Languages and Literatures. Programs are designed for those who wish to pursue more advanced studies of language and literatures, as well as for the growing number of individuals who will find ability to communicate in other languages and sensitivity to other cultures important components in career preparation in the United States and abroad. Our programs are designed for those planning careers in education, government, social services, translation services, assessment, literature and the expanding areas of international business.

Our goal is to assist students in developing competence in other languages through teaching the majority of our courses in the target language. We strive to deepen students' knowledge about language and the humanities through various means—reading representative authors in their respective literatures, familiarizing students with the cultural traditions of the peoples whose language they study, and expanding students' knowledge of linguistics and socio-cultural context. As a department engaged in service learning, many of our majors apply their growing knowledge of languages and cultures to real community contexts.

FACULTY

Linda Andersen, Nathan Carr, Hélène Domon, Michèle Druon, Janet Eyring, Reyes Fidalgo, Juan Carlos Gallego, Leon Gilbert, Ronald Harmon, Juan Ishikawa, Josefina Hess, Keiji Matsumoto, C. George Peale, Sandra Pérez-Linggi, Setsue Shibata, Curtis Swanson, Marjorie Tussing, Pilar Valero-Costa, Lydia Vélez, Cheryl Zimmerman.

CREDENTIAL INFORMATION

The Department of Modern Languages and Literatures offers approved Single Subject Matter Preparation Programs in French, German, Japanese and Spanish for prospective secondary teachers seeking the Single Subject Teaching Credential in conjunction with the Department of Secondary Education. Information concerning admission to Teacher Education is available at the Center for Careers in Teaching (714-278-7130) (http://www.fullerton.edu/cct) and in the Office of Admission to Teacher Education (714-278-3352).

Program applications are accepted February 28th for the fall semester only. Before applying to a credential program, prospective teachers should attend an overview session sponsored by the Department of Secondary Education and then see an adviser in the Department of Modern Languages and Literatures. In addition, they must have completed the subject matter preparation requirements or have passed the CSET (California Subject Examination for Teachers) and have taken the C-BEST (California Basic Educational Skills Test). During the admission process applicants will be required to demonstrate oral and written proficiency in the language. Current information is available in the department office and at http://hss.fullerton.edu/mll.

SPECIAL PROGRAM INFORMATION

International Programs

The Department of Modern Languages and Literatures encourages students to participate in a study program abroad. Such programs facilitate student mastery of the language and offer numerous cultural insights. The California State University's International Programs offer a wide variety of study opportunities at the junior, senior, and graduate level. Language exchange programs are also available with Fudan University (China), the University of Paris (France), including international business courses and internships through Paris 9-Dauphine, the Autonomous University of Guadalajara (Mexico), and the University of Nanzan (Japan). Approved internships for the B.A. in International Business are available at the School of Business, Management, and Economics in Nürtingen (Germany). Language majors are required to complete the following minimum number of units in their major on campus before departure for, or upon return from, overseas: six units of upper-division coursework at CSUF, of which at least three units must be at the 400 level.

Language Concentration for International Business

The Department of Modern Languages and Literatures offers language concentrations in Chinese, French, German, Japanese, Portuguese and Spanish. This component of the B.A. in International Business consists of 15 units of upper-division language study (including an internship). These courses, as well as the prerequisites, must be completed with a grade of "C" (2.0) or better. For description of the international business program, please see the "International Business" section of this catalog.

FLAIR (Foreign Language Alliance Intra-Regional Program) Concurrent Enrollment for French and German M.A. Programs

The French and German faculty at CSU Fullerton and CSU Long Beach have established a cooperative arrangement that permits graduate students enrolled at either campus to take courses concurrently at the other campus.

Benefits to students are considerable. With prior approval by the graduate adviser, coursework at either campus may be applicable to the M.A. degree. A greater selection of courses and faculty enriches graduate study and may shorten the time required to complete the degree. Cooperative scheduling ensures that time conflicts and travel time are minimized.

Garden Grove

The department offers several languages at the CSUF Garden Grove Center. For more information, contact the main office at (714) 278-3534.

The CSU/UCLA Cooperative Program in Modern Languages and Literatures

The Cooperative Program in Modern Languages and Literatures gives students the opportunity (without additional fees) to take courses in foreign languages not available on this campus or any neighboring CSU campus, but offered at UCLA. For information regarding enrollment and qualifications, interested students should inquire at the department office.

The Language Laboratory

Students enrolled in a variety of modern language courses may be required, in addition to the regular class periods, to complete assignments in the department's language laboratory. The 18-station audio laboratory operates like a library; students may use it at a time most convenient to them, preferably daily, in sessions of 15 to 30 minutes.

A 24-station computer laboratory featuring multimedia interactive capabilities facilitates both individual and group learning activities in conjunction with a networked instructor station.

Advisers

Undergraduate: All faculty members serve as advisers. Students may check at the department office to determine their assigned faculty adviser.

Foreign Language Teacher Education: Linda Andersen, Hèléne Domon, Janet Eyring, Reyes Fidalgo, Sandra Perez-Linggi, Setsue Shibata, Marjorie Tussing, and Pilar Valero-Costa.

Graduate: Hèléne Domon (M.A. in French), Marjorie Tussing (M.A. in German), Lydia Velez (M.A. in Spanish), and Juan Carlos Gallego (M.S. in Education TESOL).

M.S. TESOL and TESOL Certificate: Nathan Carr, Janet Eyring, Juan Carlos Gallego, Marjorie Tussing, and Cheryl Zimmerman.

Upper-Division Writing Requirement

Modern Language (MLNG) 301 satisfies the course portion of the upper-division writing requirement for all foreign language majors.

Academic Standards Requirement

Each course counted to fulfill requirements for the major or minor must be completed with a grade of "C" (2.0) or better.

Advanced Placement

Students should enroll at the point in the sequence of courses for which their previous study and/or experience has prepared them. Students with no language background should enroll in fundamental 101-level courses. Normally, two years of high school language study are considered to be equivalent to one year of college language. Students just completing two years of high school language should begin at 200-level intermediate courses. A minimum of four years of high school language, or its equivalent, is considered a prerequisite for more advanced 300-level major work.

Courses at the 101 level are not open to students who have completed two or more years of high school study or one term of college study in that language unless such study was completed three years or more before entering the class. Courses at the 102 level are not open to students who have completed two or more years of high school study or two terms of college study in that language unless such study was completed two years or more before entering the class. Language courses at the 100 level are not open to native speakers of that language.

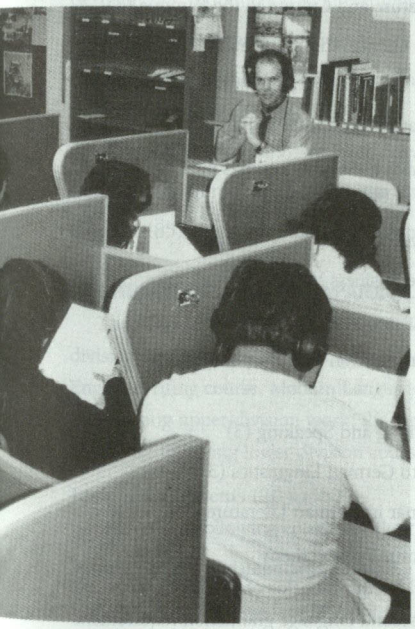
Due to the sequential nature of language instruction, consultation with an adviser in the Department of Modern Languages and Literatures is essential before enrolling in courses.

International Baccalaureate Program

Students entering the university with the International Baccalaureate shall request an oral interview with two instructors of the target language. Subject to their recommendation, the following credit may be awarded:

Students with the International Baccalaureate Higher Level Language Exam with a grade of four or better will have lower-division requirements waived, and upon recommendation will receive three to twelve units of upper-division language credit.

Students with the International Baccalaureate Subsidiary Level Language B Exam with a grade of four or better will have lower-division requirements waived, and upon recommendation will receive up to six units of upper-division language credit. If no upper-division units are recommended, a minimum of six units of 200-level credit will be awarded.



Transfer Students

In accordance with university rules, all transfer students must complete 30 units in residence at Cal State Fullerton. Of these 30 units, the transfer student majoring in French, German, Japanese or Spanish is required to complete 12 upper-division units, i.e., 300- or 400-level courses, including nine units of 400-level classes in the major on the Cal State Fullerton campus. The specific courses will be determined in consultation with the student's adviser.

Unit Requirements

Each foreign language bachelor's degree requires a minimum of 120 units which includes courses for the major, General Education, all University requirements and free electives.

BACHELOR OF ARTS IN FRENCH

The Bachelor of Arts in French consists of 30 units of upper-division French course work, plus the required 3-unit upper-division English writing course, Modern Language (MLNG) 301. Prior to undertaking upper-division work, the French major will have completed the following lower-division courses or their equivalents:

Basic Requirements (20 units)

Each of the following courses or their equivalent:

French 101 Fundamental French-A (5)

French 102 Fundamental French-B (5)

French 203 Intermediate French-A (3)

French 204 Intermediate French-B (3)

French 213 Intermediate Diction and Phonetics (2)

French 214 Intermediate Conversation and Composition (2)

Upper-Division Requirements (33 units)

Italicized classes are required

I. Upper-Division Writing Requirement (3 units required)

Modern Language 301 Writing in an Intercultural Context (3)

II. Language (3 units required*, up to 9 units)

French 307 Advanced Composition and Grammar (3)

OR French 308 Advanced Composition and Grammar (3)

French 310 French in the Professional World (3)

French 409 Techniques of French-English Translation (3)

III. Linguistics (3 units required*, up to 9 units)

French 300 Advanced Oral Expression and Phonetics (3)

French 408 Advanced Writing: Syntax and Morphology (3)

French 466 Introduction to French Linguistics (3)

IV. Civilization and Culture (6 units required, up to 12 units)

French 315 Origins of Modern France (3)

French 325 Contemporary French Civilization (3)

French 311 French for International Business (3)

French 407 French Film (3)

French 435T Topics in French/Francophone Culture (3)

V. Literature (6 units required, up to 12 units)

French 375 Explorations in Literature (3)

One of the following Interdisciplinary Approaches to Literature:

French 470 French Literature & Power (3)

French 471 Literature and the Human Psyche (3)

French 472 Philosophical Exploration in Literature (3)

French 475 Senior Seminar in 20th-Century French Literature (3)

VI. Capstone Seminar (3 units required)

French 485 Senior Seminar in French Studies (3)

VII. Electives (9 units required)

In consultation with your adviser, choose nine (9) additional units of electives of which a minimum of six must be at the 400-level, from at least two of the categories II. - V. listed above.

VIII. Second Language Graduation Requirement

The curriculum followed for the Bachelor of Arts in French satisfies the Cal State Fullerton second language graduation requirement (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

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* Six (6) units are required in each of the areas II. and III. for the Single Subject Matter Preparation Program for the Secondary Education Teaching Credential.

MINOR IN FRENCH

Basic Requirements (20 units)

Each of the following courses or their equivalent:

French 101 Fundamental French-A (5)

French 102 Fundamental French-B (5)

French 203 Intermediate French-A (3)

French 204 Intermediate French-B (3)

French 213 Intermediate Diction and Phonetics (2)

French 214 Intermediate Conversation and Composition (2)

Upper-Division Requirements (a total of 12 units)

Six units required from these courses:

French 307 Advanced Composition and Grammar (3)

OR French 308 Advanced Composition and Grammar (3)

French 315 Origins of Modern France (3)

OR French 325 Contemporary French Civilization (3)

Plus, in consultation with an adviser, choose two additional electives from the following (if not taken above) - 6 units required:

French 300 Advanced Oral Expression and Phonetics (3)

French 307 Advanced Composition and Grammar (3)

OR French 308 Advanced Composition and Grammar (3)

French 310 French in the Professional World (3)

French 311 French for International Business (3)

French 315 Origins of Modern France (3)

OR French 325 Contemporary French Civilization (3)

French 375 Explorations in Literature (3)

French 407 French Film (3)

French 408 Advanced Writing: Syntax and Morphology (3)

French 409 Techniques of French-English Translation (3)

French 415 French Classicism (3)

French 425 French Romanticism (3)

French 435T Topics in French/Francophone Culture (3)

French 466 Introduction to French Linguistics (3)

French 470 French Literature & Power (3)

French 471 Literature and the Human Psyche (3)

French 472 Philosophical Exploration in Literature (3)

French 475 Seminar in 20th Century French Literature (3)

French 485 Senior Seminar in French Studies (3)

BACHELOR OF ARTS IN GERMAN

The Bachelor of Arts in German consists of 30 units of upper-division German course work, plus the required 3-unit upper-division English writing course, Modern Language (MLNG) 301. Prior to undertaking upper-division work, the German major will have completed the following lower-division courses or their equivalents:

Basic Requirements (20 units)

Each of the following courses or their equivalent:

German 101 Fundamental German-A (5)

German 102 Fundamental German-B (5)

German 203 Intermediate German-A (3)

German 204 Intermediate German-B (3)

German 213 Intermediate Reading-A (2)

German 214 Intermediate Reading-B (2)

Upper-Division Requirements (a total of 33 units)

18 units required as listed below:

German 305 Advanced Conversation and Composition (3)

German 315 Introduction to German Civilization (3)

German 325 Current Trends in Culture of German-Speaking Peoples (3)

German 335 Introduction to Literature (3)

German 399 German Phonetics (3)

Modern Language 301 Writing in an Intercultural Context (3)

Plus, in consultation with an adviser, choose three of the following literature courses (9 units required):

German 430 German Literature and Culture to the Baroque (3)

German 450 19th-Century German Literature and Culture (3)

German 460 20th-Century German Literature and Culture (3)

German 482 German Literature & Culture in Film (3)

Plus, in consultation with an adviser, choose two courses from the following (6 units required):

German 300 German Conversation (3)

German 310 German in the Business World (3)

German 311 German for International Business (3)

German 400 Advanced Conversation Practice and Vocabulary Expansion (3)

German 405 Advanced Writing and Speaking (3)

German 466 Introduction to German Linguistics (3)

German 485T Senior Seminar in German Literature (3)

Second Language Graduation Requirement

The curriculum followed for the Bachelor of Arts in German satisfies the Cal State Fullerton second language graduation requirement (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN GERMAN

Basic Requirements (20 units)

Each of the following courses or their equivalent:

German 101 Fundamental German-A (5)

German 102 Fundamental German-B (5)

German 203 Intermediate German-A (3)

German 204 Intermediate German-B (3)

German 213 Intermediate Reading-A (2)

German 214 Intermediate Reading-B (2)

Upper-Division Requirements (12 units)

Six units required from this section:

German 305 Advanced Conversation & Composition (3)

German 315 Introduction to German Civilization (3)

OR German 325 Current Trends in Culture of German-Speaking Peoples (3)

In consultation with an adviser, choose two additional courses from the following (6 units required):

German 300 German Conversation (3)

German 310 German in the Business World (3)

German 311 German for International Business (3)

German 315 Introduction to German Civilization (3)

German 325 Current Trends in Culture of German-Speaking Peoples (3)

German 335 Introduction to Literature (3)

German 399 German Phonetics (3)

German 400 Advanced Conversation Practice and Vocabulary Expansion (3)

German 405 Advanced Writing and Speaking (3)

German 466 Introduction to German Linguistics (3)

German 485T Senior Seminar in German Literature (3

BACHELOR OF ARTS IN JAPANESE

The Bachelor of Arts in Japanese consists of 30 units of upper-division Japanese course work, plus the required 3-unit upper-division English writing course, Modern Language (MLNG) 301. Prior to undertaking upper-division work, the Japanese major will have completed the following lower-division courses or their equivalents:

Basic Requirements (20 units)

Each of the following courses or their equivalent:

Japanese 101 Fundamental Japanese-A (5)

Japanese 102 Fundamental Japanese-B (5)

Japanese 203 Intermediate Japanese-A (5)

Japanese 204 Intermediate Japanese-B (5)

Japanese 299 Directed Study (1-3)

Upper-Division Core Requirements (18 units)

Choose from the following courses:

Japanese 305 Advanced Japanese-A (3)*

Japanese 306 Advanced Japanese-B (3)*

Japanese 307 Advanced Spoken Japanese (3)*

Japanese 310 Japanese for Business (3)

Japanese 311 Japanese for International Business (3)

Japanese 315 Introduction to Japanese Civilization (3)

Japanese 316 Modern Japan (3)

Upper-Division Electives (12 units)

Choose from the following:

Japanese 375 Introduction to Literary Forms (3)

Japanese 440 Introduction to Modern Japanese Literature (3)

Japanese 466 Introduction to Japanese Linguistics (3)

Japanese 468 Japanese-English Contrastive Analysis (3)

Japanese 485T Senior Seminar: Variable Topics in Japanese (3)

Japanese 499 Independent Study (1-3)

Second Language Graduation Requirement

The curriculum followed for the Bachelor of Arts in Japanese satisfies the Cal State Fullerton second language graduation requirement (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN JAPANESE

Basic Requirements (20 units)

Each of the following courses or their equivalent:

Japanese 101 Fundamental Japanese-A (5)

Japanese 102 Fundamental Japanese-B (5)

Japanese 203 Intermediate Japanese-A (5)

Japanese 204 Intermediate Japanese-B (5)

Japanese 299 Directed Study (1-3)

Upper-Division Requirements (12 units)

Six units required from the following:

Japanese 305 Advanced Japanese-A (3)*

Japanese 306 Advanced Japanese-B (3)*

Japanese 307 Advanced Spoken Japanese (3)*

Six units from the following:

Japanese 310 Japanese for Business (3)

Japanese 311 Japanese for International Business (3)

Japanese 315 Introduction to Japanese Civilization (3)

Japanese 316 Modern Japan (3)

Japanese 375 Introduction to Literary Forms (3)

Japanese 440 Introduction to Modern Japanese Literature (3)

Japanese 466 Introduction to Japanese Linguistics (3)

Japanese 468 Japanese-English Contrastive Analysis (3)

Japanese 485T Senior Seminar: Variable Topics (3)

Japanese 499 Independent Study (1-3)

MINOR IN PORTUGUESE

Basic Requirements (8 units)

Each of the following courses or their equivalent:

Portuguese 101 Fundamental Portuguese-A (4)

Portuguese 102 Fundamental Portuguese-B (4)

Upper-Division Requirements (12 units)

Portuguese 310 Portuguese in the Business World (3)

Portuguese 317 Advanced Conversation and Composition (3)

Portuguese 320 Introduction to Luso-Brazilian Culture and Civilization (3)

Portuguese 325 Contemporary Brazilian Civilization (3)

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*Students with native or near-native proficiency are recommended to substitute an upper-division elective course in consultation with the major adviser.

BACHELOR OF ARTS IN SPANISH

The Bachelor of Arts in Spanish consists of 33 units of upper-division Spanish coursework, plus the required 3-unit upper-division English writing course, Modern Language (MLNG) 301. Prior to undertaking upper-division work, the Spanish major will have completed the following lower-division courses or their equivalents:

Basic Requirements (17-22 units)

Spanish 101/102 Fundamental Spanish (10)

OR Spanish 105 Intensive Review of Fundamental Spanish (5)

Spanish 203 Intermediate Spanish A (3)

OR Spanish 201 Spanish for Spanish Speakers A (3)

Spanish 204 Intermediate Spanish B (3)

OR Spanish 202 Spanish for Spanish Speakers B (3)

Spanish 213 Intermediate Conversation* (3)

Spanish 214 Intermediate Composition (3)

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*Spanish 213 not open to native speakers.

Upper-Division Requirements (36 units)

I. Upper-Division Writing (3 units required)

Modern Language 301 Writing in an Intercultural Context (3)

II. Language (6 units required)

Spanish 301 Advanced Grammar and Composition (3

Spanish 400 Advanced Writing (3)

III. Culture (6 units required)

Spanish 315 Introduction to Spanish Civilization (3)

Spanish 316 Introduction to Spanish-American Civilization (3)

IV. Literature (9 units required)

Spanish 375 Introduction to Literary Forms (3)

Spanish 430 Spanish Literature to Neoclassicism (3)

OR Spanish 461 Spanish Literature Since Neoclassicism (3)

Spanish 440 Spanish-American Literature to Modernismo (3)

OR Spanish 441 Spanish-American Literature Since Modernismo (3)

V. Linguistics (6 units required)

Spanish 467 Spanish Morphology and Syntax (3)

AND Spanish 466 Spanish Phonology and Dialectology (3)

OR Spanish 468 Spanish-English Bilingualism and Language Contact (3)

VI. Seminar (3 units required)

Spanish 475T Topics in Spanish Peninsular Literature (3)

OR Spanish 485T Topics in Spanish American Literature (3)

VII. Elective (3 units required)

Spanish 415, 416, and any other of the 400-level courses not already taken, chosen in consultation with an adviser; 475T and 485T may be repeated with a different topic. Spanish 300, 310 and 311 not applicable.

Second Language Graduation Requirement

The curriculum followed for the Bachelor of Arts in Spanish satisfies the Cal State Fullerton second language graduation requirement (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN SPANISH

Basic Requirements (17-22 units)

Each of the following courses or their equivalent:

Spanish 101/102 Fundamental Spanish (10)

OR Spanish 105 Intensive Review of Fundamental Spanish (5)

Spanish 203 Intermediate Spanish A (3)

OR Spanish 201 Spanish for Spanish Speakers A (3)

Spanish 204 Intermediate Spanish B (3)

OR Spanish 202 Spanish for Spanish Speakers B (3)

Spanish 213 Intermediate Conversation* (3)

Spanish 214 Intermediate Composition (3)

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*Spanish 213 not open to native speakers.

Upper-Division Requirements (12 units)

Six units required from the following:

Spanish 301 Advanced Grammar and Composition (3)

Spanish 315 Introduction to Spanish Civilization (3)

OR Spanish 316 Introduction to Spanish American Civilization (3)

In consultation with an adviser, choose two additional upper-division courses from the following:

Spanish 315 Introduction to Spanish Civilization (3)

Spanish 316 Introduction to Spanish American Civilization (3)

Spanish 375 Introduction to Literary Forms (3)

Spanish 400 Advanced Writing (3)

Spanish 415 Contemporary Spanish Culture (3)

Spanish 416 Contemporary Spanish American Culture (3)

Spanish 430 Spanish Literature to Neoclassicism (3)

Spanish 440 Spanish-American Literature to Modernismo (3)

Spanish 441 Spanish-American Literature Since Modernismo (3)

Spanish 466 Spanish Phonology and Dialectology (3)

Spanish 467 Spanish Morphology and Syntax (3)

Spanish 468 Spanish-English Bilingualism and Language Contact (3)

Spanish 475T Senior Seminar: Topics in Spanish Peninsular Literature (3)

Spanish 485T Senior Seminar: Topics in Spanish-American Literature (3)

CERTIFICATE FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

In cooperation with the Department of English and the program in Linguistics, the Department of Modern Languages and Literatures offers a Certificate for Teaching English to Speakers of Other Languages (TESOL). The program consists of 24 units. In order to participate in

the program, students must declare the TESOL Certificate along with their degree objective.

Admission Requirements

1. A baccalaureate degree from an accredited institution.
2. A grade-point average of at least 2.5 in the last 60 semester units attempted and a 3.0 grade-point average in the major.
3. Good standing at the last college attended.
4. At least two years of one foreign language or one year each of two different foreign languages or the equivalent with an average 3.0 GPA. This requirement will normally be waived for students from foreign countries who have studied English as a foreign language.
5. Modern Language 301 with a grade of "B" (3.0) or better, or with program approval, the EWP with a score of 6 or better.
6. English 303 with a grade of "B minus" (2.7) or better.
7. Oral and written proficiency in English to be determined at time of application. A minimum TOEFL score 573 (paper-based) or 230 (computer-based) and a minimum score of 50 on the Test of Spoken English are required for non-native English speaking applicants who completed their bachelor's degrees outside of the U.S.
8. Consent of the admitting committee to enter the program and to develop a study plan.

Study Plan Core Courses (12 units)

The study plan must include 24 units of committee-approved course work: 12 units of core courses, 3 units of language pedagogy, 6 units of electives, and 3 units for the practicum. All TESOL Certificate students must obtain a "B" (3.0) average in all core, language pedagogy and elective courses combined.

TESOL 400 Fundamentals in TESOL (3)

TESOL 509 Advanced Principles of TESOL: Listening/ Speaking Focus (3)

TESOL 510 Advanced Principles of TESOL: Reading/Writing Focus (3)

TESOL 527 Second Language Acquisition (3)

Language Pedagogy (3 units)

TESOL 515 Pedagogical Grammar in TESOL (3)

OR TESOL 520 Teaching Pronunciation and Oral Discourse in TESOL (3)

Electives (6 units)

Students select six units from the following three emphases: Language and Culture; Testing, Technology and Research; and Professional Education. Prerequisites will be enforced.

Language and Culture Emphasis

Students may select from any of the Culture and Literature or Language and Linguistics electives. Complete titles and descriptions of courses can be found in the departmental course listings of this catalog.

Culture and Literature courses include:

Anthropology 412, 470

Chicano Studies 450, 480

Human Communication 420, 422, 522

Reading 560

TESOL 545

400-level adviser-approved American Studies course

400-500 level adviser-approved English or American literature course

Language and Linguistics courses include:

Anthropology 416

Foreign Languages Education 532

French/German/Japanese/Spanish 466

Spanish 467

Japanese/Spanish 468

Linguistics 406, 412, 417, 442, 505, 507, 508

Reading 514

TESOL 468, 525, and, if not taken as a language pedagogy course, 515 or 520.

Testing, Technology and Research Emphasis

Anthropology 401

Ed El 415, 419, 511, 513

Foreign Language Education 532

Linguistics 501

Psychology 461, 465

Reading 516

TESOL 545

Professional Education Emphasis

Elementary education courses include:

Ed El 425, 500, 521, 529, 530, 531, 542, 553

Foreign Language Education 532

Reading 508

TESOL 545

Secondary education courses include:

Ed Sec 410, 540

Foreign Language Education 442, 532

TESOL 545

Adult/College education courses include:

English 402, 402S, 496, 590

Foreign Language Education 532

Reading 507, 581

TESOL 545

Service Learning (20 hours)

In at least one class, each student will complete 20 hours of service learning at one of the sites approved by the TESOL Program.

Culminating Experience (3 units)

TESOL 596 TESOL Practicum (3)

MASTER OF ARTS IN FRENCH

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon

enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/

Admission to Graduate Standing: Conditionally Classified

University requirements include a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted. See the section of this catalog on admission of graduates for the complete statement and procedures.

Graduate Standing: Classified

A student who meets the requirements for conditionally classified graduate standing, as well as the following requirements, may be granted classified graduate standing upon the development of an approved study plan: a major in French consisting of 24 units (or equivalent) of upper-division studies with above average scholarship. (A candidate presenting a B.A. which has fewer than 24 upper-division units in the language, or is otherwise inadequate, will be required to take additional courses to build a full undergraduate major before beginning the graduate program.) The student must also demonstrate proficiency in English, either by passing the English Writing Proficiency or equivalent exam or by passing Modern Language 301 or equivalent with a grade of "C" (2.0) or better.

Adaptations of certain admission requirements may be made for promising foreign students.

In addition, a candidate must complete an initial orientation session.

Study Plan

The study plan consists of 30 units of graduate study (at least 15 units in 500-level courses), distributed as follows:

Core Course (3 units)

French 500 Graduate Seminar: Advanced Structure and Style (3)

Linguistics Seminar (3 units)

French 520 Graduate Seminar: Old French (3)

OR French 530 Graduate Seminar: Historical Linguistics (3)

Literature Seminars (9 units)

Chosen from the following:

French 557 Graduate Seminar: French Poetry (3)

French 571 Graduate Seminar: French Prose (3)

French 575 Graduate Seminar: French Drama (3)

French 576T Graduate Seminar: Major Writers (3)

French 579 Francophone Literature (3)

Electives (15 units)

Additional electives are to be chosen in consultation with the graduate adviser. A maximum of six units may be taken, with approval of the graduate committee, in a related field, at the 400 or 500 level.

French 407 French Film (3)

French 408 Advanced Writing: Syntax and Morphology (3)

French 409 Techniques of French-English Translation (3)

French 435T Topics in French / Francophone Culture (3)

French 466 Introduction to French Linguistics (3)

French 470 French Literature & Power (3)

French 471 Literature and the Human Psyche (3)

French 472 Philosophical Exploration in Literature (3)

French 475 Seminar in 20th Century French Literature (3)

French 485 Senior Seminar in French Studies (3)

French 520 Graduate Seminar: Old French (3)

French 530 Graduate Seminar: Historical Linguistics (3)

French 557 Graduate Seminar: French Poetry (3)

French 571 Graduate Seminar: French Prose (3)

French 575 Graduate Seminar: French Drama (3)

French 576T Graduate Seminar: Major Writers (3)

French 579 Francophone Literature (3)

French 598 Thesis (3-6)

French 599 Independent Graduate Research (1-3)

Comprehensive Exam

All students are required to obtain a reading list from the Graduate Adviser in French. Final evaluation is by comprehensive written and oral examination, including advanced competency in the French language. The candidate may, with the approval of the graduate committee, repeat the examination, but once only, within two years.

For further information, consult the Department of Modern Languages and Literatures.

MASTER OF ARTS IN GERMAN

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

University requirements include a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted. See the section of this catalog on admission of graduates for the complete statement and procedures.

Graduate Standing: Classified

A student who meets the requirements for conditionally classified graduate standing, as well as the following requirements, may be granted classified graduate standing upon the development of an approved study plan: a major in German consisting of 30 units (or equivalent) of upper-division studies with above-average scholarship. (A candidate presenting a B.A. which has fewer than 30 upper-division units in the language, or whose background is otherwise inadequate, normally will be required to take additional courses to build a full undergraduate major before beginning the graduate program.) The student must also demonstrate proficiency in English, either by passing the English Writing Proficiency exam or equivalent exam or by passing Modern Language 301 or equivalent with a grade of "C" (2.0) or better. Adaptations of certain admission requirements may be made for promising foreign students.

Study Plan

The study plan requires 30 units of graduate study (at least 15 in 500-level courses), distributed as follows:

Core Courses (6 units)

German 500 Graduate Seminar: Advanced Structure and Style (3)

German 530 Graduate Seminar: Historical Linguistics (3)

Graduate Seminars in Literature (9-12 units)

German 571T* Graduate Seminar: German Literature (3)

Other Electives (if not taken as an undergraduate) (12-15 units)

German 430 German Literature and Culture to the Baroque (3)

German 450 19th-Century German Literature and Culture (3)

German 460 20th-Century German Literature and Culture (3)

German 482 German Literature and Culture in Film (3)

German 485T* Senior Seminar in German Literature (3)

German 499 Independent Study (1-3)

German 598 Thesis (3-6)

German 599 Independent Graduate Research (1-3)

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*Variable topic course may be taken again for credit.

Comprehensive Exams

A reading list must be completed by all students. Final evaluation is by a comprehensive written and oral examination, including advanced competency in the German language. The candidate may, with the approval of the graduate committee, repeat the examination, but once only, within two years. With the approval of the graduate committee, a student may substitute a thesis for some of the units required under "Other Electives."

For further information, consult the Department of Modern Languages and Literatures.

MASTER OF ARTS IN SPANISH

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

University requirements include: A baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted. See the Graduate Admissions section of this catalog for complete statement and procedures. In addition to the university requirements for admission, acceptance into this program is contingent upon the completion of the Graduate Record Examination (GRE) general test.

Candidates will need a B.A. with a minimum GPA of 3.0 in Spanish, consisting of at least 24 units (or equivalent) of upper-division studies. A candidate presenting a bachelor of arts that has fewer than 24 upper-division units in the language, or whose background is otherwise inadequate, will be required to take additional courses with a minimum GPA of 3.0 to build a full undergraduate major before beginning the graduate program. The student must also demonstrate proficiency in English, either by passing the English Writing Proficiency exam or equivalent exam or by passing Modern Language 301 or equivalent with a grade of "C" (2.0) or better.

Satisfactory evaluation of language proficiency by committee is also required. Adaptations of certain admission requirements may be made for promising foreign students.

Graduate Standing: Classified

A student who meets the requirements for conditionally classified graduate standing is eligible for classified graduate standing upon the development of an approved study plan, which should be done in consultation with the graduate adviser prior to the completion of nine graduate units.

Study Plan

The study plan consists of 30 units of graduate study (at least 18 in 500-level courses), distributed as follows:

Required Core Courses (6 units)

Spanish 500 Graduate Seminar: Advanced Structure and Style (3)

Spanish 530 Graduate Seminar: Historical Linguistics (3)

Graduate Seminars in Literature (12 units)

Peninsular Literature (6 units required):

Spanish 556 Grad Seminar: Spanish Poetry (3)

Spanish 571 Grad Seminar: Spanish Prose and Narrative Fiction (3)

Spanish 575 Grad Seminar: Spanish Drama (3)

Spanish-American Literature (6 units required):

Spanish 557 Grad Seminar: Spanish-American Poetry (3)

Spanish 567 Grad Seminar: Spanish-American Novel (3)

Spanish 576T Grad Seminar: Hispanic Topics (3)

Other Electives (12 units)

May be chosen from either 400- or 500-level courses (up to 6 of the 12 units may be taken in a related field with the approval of the adviser):

Spanish 415 Contemporary Spanish Culture (3)

Spanish 416 Contemporary Spanish American Culture (3)

Spanish 430 Spanish Literature to Neoclassicism (3)

Spanish 440 Spanish-American Literature to Modernismo (3)

Spanish 441 Spanish-American Literature Since Modernismo (3)

Spanish 461 Spanish Literature Since Neoclassicism (3)

Spanish 466 Spanish Phonology and Dialectology (3)

Spanish 467 Spanish Morphology and Syntax (3)

Spanish 468 Spanish-English Bilingualism and Language Contact (3)

Spanish 475T Senior Seminar: Topics in Spanish Peninsular Literature (3)

Spanish 485T Senior Seminar: Topics in Spanish American Literature (3)

Spanish 556 Graduate Seminar: Spanish Poetry (3)

Spanish 557 Graduate Seminar: Spanish American Poetry (3)

Spanish 567 Graduate Seminar: Spanish American Novel (3)

Spanish 571 Graduate Seminar: Spanish Prose and Narrative Fiction (3)

Spanish 575 Graduate Seminar: Spanish Drama (3)

Spanish 576T Graduate Seminar: Hispanic Topics (3)

Spanish 598 Thesis (3-6)

Spanish 599 Independent Graduate Research (1-3)

Comprehensive Exams

All students are required to complete a reading list. Upon completion of all requirements, a final evaluation by a comprehensive written and oral examination must be taken to demonstrate mastery of the fields. The examination consists of three separate tests: Linguistics, Peninsular Literature, and Spanish-American Literature. If the candidate does not successfully complete all parts of the examination, the whole process must be repeated. The candidate may, with the approval of the graduate committee, repeat the examination, but only once within two years.

MASTER OF SCIENCE IN EDUCATION (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES)

This program is multi-disciplinary, involving study in the fields of American studies, anthropology, education, English, human communication, linguistics and psychology in order to provide the candidate with the requisite knowledge for success as an English as a Second Language (ESL) or English as a Foreign Language (EFL) teacher, resource specialist or program coordinator.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

University requirements include: a baccalaureate degree from an accredited institution with a grade-point average of at least 2.5 in the last 60 semester units attempted, and good standing at the last institution attended. In addition, the candidate must have a 3.0 grade-point average in the major.

Prerequisites

1. Two years of one foreign language, or one year each of two different foreign languages or the equivalent with an average 3.0 GPA.
2. Modern Language 301, with a grade of "B minus" (2.7) or better, or with program approval, the EWP with a score of 6 or better.
3. English 303 with a grade of "B minus" (2.7) or better.
4. One of the following: American Studies 301, 345; Anthro 300, 360; Comparative Literature 325; English 300, 305, 323T; Human Comm 320, or equivalent with a "B minus" (2.7) or better.
5. Linguistics 406 with a grade of "B minus" (2.7) or better.

Oral and written proficiency in English to be determined at time of application. A minimum TOEFL score of 573 for paper based and 230 for computer based, and a minimum score of 50 on the Test of Spoken English are required for non-native English speaking applicants who completed their bachelor's degrees outside of the U.S.

Study Plan

The study plan must include 33 units of committee-approved course work: 18 units of core courses, three units of language pedagogy, nine units of electives, and three units for the practicum which includes a comprehensive examination. All TESOL students must obtain a minimum "B minus" (2.7) grade in each core course and a "B" (3.0) average in all language pedagogy and elective courses combined.

Core Courses (18 units)

TESOL 400 Fundamentals in TESOL (3)

TESOL 509 Advanced Principles of TESOL: Listening/Speaking Focus (3)

TESOL 510 Advanced Principles of TESOL: Reading/Writing Focus (3)

TESOL 527 Second Language Acquisition (3)

TESOL 560 Second Language Assessment (3)

TESOL 595 Curriculum and Program Design for TESOL (3)

Language Pedagogy (3 units)

TESOL 515 Pedagogical Grammar and TESOL (3)

OR TESOL 520 Teaching Pronunciation and Oral Discourse in TESOL (3)

OR TESOL 525 Teaching Vocabulary in ESL/EFL (3)

Electives (9 units)

Students select nine (9) units from one of the following three emphases: Language and Culture; Testing, Technology and Research; or Professional Education. All electives are at the 400- or 500-level. Prerequisites will be enforced.

Language and Culture Emphasis

Students may select from any of the Culture and Literature or Language and Linguistics electives. Complete titles and descriptions of courses can be found in the departmental course listings of this catalog.

Culture and Literature courses include:

Anthropology 412, 470

Chicano Studies 450, 480

Human Communication 420, 422, 522

Reading 560

TESOL 511, 545

400-level adviser-approved American Studies course

400-500 level adviser-approved English or American literature course

Language and Linguistics courses include:

Anthropology 416

Foreign Language Education 532

French/German/Japanese/Spanish 466

Spanish 467

Japanese/Spanish 468

Linguistics 412, 417, 442, 505, 507, 508

Reading 514

TESOL 468, 525, and, if not taken as a language pedagogy course, 515 or 520

Testing, Technology and Research Emphasis

Anthropology 401

Ed El 415, 511, 513, 519

Foreign Language Education 532

Linguistics 501

Psychology 461, 465

Reading 516

TESOL 511, 545

Professional Education Emphasis

Elementary education courses include:

Ed El 425, 500, 521, 529, 530, 531, 542, 553

Foreign Language Education 532

Reading 508

TESOL 511, 545

Secondary education courses include:

Ed Sec 410, 540

Foreign Language Education 442, 532

TESOL 511, 545

Adult/College education courses include:

English 402, 402S, 496, 590

Foreign Language Education 532

Reading 507, 581

TESOL 511, 545

Service Learning (20 hours)

In at least one class, each student will complete 20 hours of service learning at one of the sites approved by the TESOL Program.

Culminating Experience (3 units)

TESOL 596 TESOL Practicum (3)

This course includes a written examination and may also include an oral comprehensive exam. The candidate may, with the approval of the graduate committee, repeat the examination, but once only within two years.

For further information, contact the TESOL graduate program adviser in the Department of Foreign Languages and Literatures.

ARABIC COURSES

Courses are designated ARAB in the class schedule.

101 Fundamental Arabic-A (4)

Introduction to essentials of Modern Standard Arabic vocabulary and structures. Emphasis on basic reading, writing, and conversational skills using culturally appropriate language. Conducted primarily in Arabic. NOT FOR EDUCATED NATIVE SPEAKERS.

102 Fundamental Arabic-B (4)

Prerequisite: Arabic 101 or equivalent. Continuation of systematic introduction of fundamental vocabulary and grammatical structures of Modern Standard Arabic. Emphasis on sustained development of reading/ writing and speaking skills along with considerations of Arabic culture. Conducted primarily in Arabic.

CHINESE COURSES

Courses are designated CHIN in the class schedule.

100 Introduction to Chinese Conversation (3)

Introduction to spoken Mandarin Chinese, with emphasis on vocabulary development, use of common phrases and sentences, and culturally appropriate language at beginning levels. Conducted primarily in Chinese.

101 Fundamental Chinese-A (5)

Chinese 101 is designed for non-native speakers of Chinese. Development of listening and reading comprehension and speaking. Introduction of writing and development of cultural awareness to communicate on a basic level. Conducted primarily in Chinese.

102 Fundamental Chinese-B (5)

Prerequisite: Chinese 101 or equivalent. Chinese 102 is designed for non-native speakers of Chinese. Continued development of listening and reading comprehension, speaking and writing to communicate on a basic level. Conducted primarily in Chinese.

201 Mandarin Chinese for Chinese Speakers-A (3)

Prerequisites: elementary high oral competency, able to read and write at least 500 characters or consent of the instructor. The course will expand learners' oral competencies and will develop their reading and writing up to 800 characters. Conducted primarily in Chinese.

202 Mandarin Chinese for Chinese Speakers-B (3)

Prerequisites: elementary high oral competency, able to read and write at least 800 characters or consent of the instructor. The course will expand learners' oral competencies and will develop their reading and writing up to1200 characters. Conducted primarily on Chinese.

310 Mandarin Chinese in the Business World (3)

Prerequisites: intermediate low competency in reading, writing, and speaking of Mandarin Chinese. (Testing may be required.) Designed to give students a working knowledge of oral and written Mandarin Chinese business language. Emphasis on cultural, social, and economic contexts of business procedures; business correspondence, conversation between business partners, and the language of advertising. Conducted in Chinese.

311 Mandarin Chinese for International Business (3)

Prerequisites: intermediate middle competency in reading, writing and speaking of Mandarin Chinese. (Testing may be required.) Designed to expand students' vocabulary, reading comprehension and oral and written analysis of materials dealing with cultural, social, economic and political realities in the Chinese-speaking business world. Overview of the Chinese economy, major trade relations and business practices. Conducted in Chinese.

315 Introduction to Chinese Civilization (3)

Prerequisites: intermediate high competency in reading, writing, and speaking Mandarin Chinese; Chinese 202 or equivalent. (Testing may be required.) The social, intellectual and artistic heritage of Chinese civilization. Reading and discussion of characteristics of Chinese civilization while strengthening linguistic facility in Mandarin Chinese. Conducted in Chinese

325 Contemporary Chinese Culture (3)

Prerequisites: intermediate high competency in reading, writing, and speaking Mandarin Chinese; Chinese 202 or equivalent. Testing may be required. Reading and discussion to develop understanding of the social, political, economic and intellectual problems, trends and issues of present-day China while strengthening linguistic ability in Mandarin Chinese. Conducted in Chinese.

FOREIGN LANGUAGE EDUCATION COURSES

Courses are designated as FLED in the class schedule.

442 Teaching Foreign Languages in the Secondary School (3)

Prerequisites: one of French, German, Japanese 446 or Spanish 467 or equivalent; and admission to teacher education or consent of instructor. Principles, methods and materials of language learning and teaching. Includes lectures, activities and fieldwork. Required before admission to student teaching. Credit/no credit only. "B" (3.) or better needed for credit.

449E Externship in Secondary Teaching (3)

See description under Department of Secondary Education.

449I Internship in Secondary Teaching (10)

See description under Department of Secondary Education.

449S Seminar in Secondary Teaching (3)

Prerequisites: FLED 442 and 449E or consent of instructor. Taken c oncurrently with Foreign Language Education 449I. Seminar in strategies and techniques in teaching a single subject in secondary schools. Videotape analysis of teaching based on Teaching Performance Assessments. Credit/ No Credit only. A "B" (3.0) or better is needed for credit.

532 Technology in Second Language Learning (3)

Prerequisites: TESOL 400 or Foreign Language Education 442 or valid teaching credential. Examination and discussion of key concepts and issues in educational technology relevant to teaching second languages. An exploration of theories, practices, and equipment currently used. Focus on uses of computers, the internet, videos, etc.

FRENCH COURSES

Courses are designated FREN in the class schedule.

101 Fundamental French-A (5)

This first course systematically introduces essentials of the French language: fundamental vocabulary and grammatical structures. Conversational and reading/writing skills are equally stressed, and relevant cultural aspects are considered. Practice in the language laboratory required. Taught in French. (CAN FREN 2)

102 Fundamental French-B (5)

Prerequisite: French 101 or equivalent. Continuation of systematic introduction of fundamental vocabulary and grammatical structures. Equal emphasis on speaking and reading/writing skills is maintained, along with considerations of French culture. Practice in the language laboratory is required. Taught in French. (CAN FREN 4; CAN FREN SEQ A = French 101 and 102)

203 Intermediate French-A (3)

Prerequisite: French 102 or equivalent. Intensive practice in conversation and composition involving intermediate-level use of language and further exploration of French culture. Concurrent enrollment in French 213 is recommended. Practice in the language laboratory is required. Taught in French. (CAN FREN 8)

204 Intermediate French-B (3)

Prerequisite: French 203. Intensive review of grammatical structures, with a view to developing mastery of conversational and compositional skills at the intermediate level. Concurrent enrollment in French 214 is recommended. Practice in the language laboratory is required. Taught in French. (CAN FREN 10; CAN FREN SEQ B = French 203 and 204)

213 Intermediate Diction and Phonetics (2)

Prerequisite: French 102 or equivalent. Analysis of particular problems in pronunciation. Practice in accurate pronunciation of cultural and literary materials. Concurrent enrollment in French 203 is recommended. Taught in French.

214 Intermediate Conversation and Composition (2)

Prerequisite: French 203. Discussion and practice in written expression based on cultural and literary materials. Concurrent enrollment in French 204 is recommended. Taught in French.

300 Advanced Oral Expression and Phonetics (3)

Prerequisite: French 204 and 214 or equivalent. Development of oral control of the language through discussions, oral presentations, dialogues/ debate, and further study of phonetics. Vocabulary development in areas of student concerns. Conducted in French.

307 Advanced Composition and Grammar (3)

Prerequisites: French 204 and 214 or equivalent. Help students achieve advanced levels of oral and written expression. Literary materials provide a basis for discussions, systematic study of complex modes of expression, and thoughtful compositions. Grammar emphasizes verbal structures, sequence of tenses, and moods. Conducted in French.

308 Advanced Composition and Grammar (3)

Prerequisites: French 204 and 214 or equivalent. Help students achieve advanced levels of oral and written expression. Literary materials provide a basis for discussions, systematic study of complex modes of expression, and thoughtful compositions. Grammar emphasizes relational aspects: Prepositions, conjunctions, and adjectival agreement. Conducted in French.

310 French in the Professional World (3)

Prerequisites: French 204 and 214 or equivalent. Designed to give students a working knowledge of spoken and written professional language usage in the French-speaking world. Emphasis on cultural and sociological contexts of professional interaction. Use of appropriate current periodicals and electronic resources. Conducted in French.

311 French for International Business (3)

Prerequisites: French 204 and 214. Designed to give students experience in reading comprehension and analysis of materials dealing with economic and political realities of international trade in the French-speaking world. Use of appropriate current periodicals and electronic resources. Conducted in French.

315 Origins of Modern France (3)

Prerequisite: French 204 and 214 or equivalent. The social, intellectual and artistic origins of French civilization: the medieval world-view transformed by the Renaissance; feudal society becoming the ancient regime. Literary selections will be read in modern French. Conducted in French.

325 Contemporary French Civilization (3)

Prerequisites: French 204 and 214 or equivalent. Contemporary French culture organized along the lines of economics, geography, political life, social and artistic institutions. Current events are illustrated by recent documents (TV news, internet, videos, articles, films) and activities including group presentations and debates. Conducted in French.

375 Explorations in Literature (3)

Prerequisites: French 204 and 214 or equivalent. Promotes deeper understanding and appreciation of French literary texts. Each genre (narrative, dramatic, poetic) introduces students to great writers. In-depth study of selected works initiates students to critical modes of reading and tools for literary analysis. Conducted in French.

407 French Film (3)

Prerequisite: French 307 or 308 or equivalent. The developing art of the French film, with special emphasis on the many roles of language. Subjects treated include: montage, visual/verbal meaning, literary/cinematic narrative, non-realistic language, read language, non-narrative continuity. Conducted in English.

408 Advanced Writing: Syntax and Morphology (3)

Prerequisite: French 307 or 308 or equivalent. Promotes mastery of forms and structure of the French language. Analysis and guided composition of various styles of discourse. Detailed study of mood, sequence of tenses, voice, aspects, and nuances of meaning. Conducted in French.

409 Techniques of French-English Translation (3)

Prerequisite: French 307 or 308 or equivalent. An overview of theories of translation; examination of several types and examples of translation (technical to literary). Major emphasis on actual translation from English to French and French to English.

415 French Classicism (3)

Prerequisites: French 307 and 375. The decisive moment in French experience. Focus on literature of the Classic period (1660-1685), but open at both ends to include the formation and perenniality of French Classicism. Conducted in French.

425 French Romanticism (3)

Prerequisites: French 307 and 375. The revolution in feeling and intellect in 19th-century France. The Romantic period (1820-1850). May include material preceding or following those dates. Conducted in French.

435T Topics in French/Francophone Culture (3)

Prerequisites: French 307 or 308 and French 325 or equivalent. Examines different "texts" (cinema, the media, internet, literature, art) centered around cultural topics (e.g., "City and Country," "The Outsider"). Provides tools to understand French-speaking culture(s), from recent social issues to classic art and literature. Course may be taken up to three times with a different topic. Conducted in French.

466 Introduction to French Linguistics (3)

Prerequisite: French 307 or 308. Analytical procedures of general linguistics applied to French. Structural contrasts between French and English. The application of linguistic analysis to the teaching of modern foreign languages. Conducted in French.

470 French Literature & Power (3)

Prerequisites: French 307 or 308 and French 375 or equivalent. An exploration of the socio-political dimensions of French literature throughout its history. Expressions of alliance with, or resistance to, the established political order will be studied from the medieval epic through 20th century literary texts. Conducted in French.

471 Literature and the Human Psyche (3)

Prerequisites: French 307 or 308 and French 375 or equivalent. A study of psychological explorations in French literature through texts which provide insights into the human psyche and shape our notion of the self at different moments of French cultural history. A variety of works will be studied, from the Renaissance through the 20th century. Conducted in French.

472 Philosophical Exploration in Literature (3)

Prerequisites: French 307 or 308 and French 375 or equivalent. An exploration of the philosophical dimensions of French literature throughout its history. Interrogations about the human condition, and the role and place of human consciousness in the universe will be our guiding theme in texts ranging from the Renaissance through the 20th century. Conducted in French.

475 Seminar in 20th-Century French Literature (3)

Prerequisites: French 307, 315, and 375. A study of the transformation of genres in 20th century French literature (New Theatre, New Novel, New Criticism) leading to the re-examination of the institution of literature itself. Conducted in French.

485 Senior Seminar in French Studies (3)

Prerequisites: French 307, 315, 325, 375, and 470, 471 or 472. Students will develop an individualized research project to integrate and expand their knowledge and skills. They will analyze and synthesize, debate, and evaluate their own and other students' projects on social, literary, linguistic, cultural, and/or philosophical issues related to the French-speaking world. May be repeated for credit with different topic.

499 Independent Study (1-3)

Supervised projects in French language, linguistics, culture, or literature. Consent of the instructor and department chair required. May be repeated for credit.

500 Graduate Seminar: Advanced Structure and Style (3)

Prerequisite: graduate standing. The course is devoted to (1) a comparative analysis of English and French linguistic structures systematically applied in exercises and translations, and (2) analysis of style in French with discussion of styles in a variety of literary and non-literary texts. Conducted in French.

520 Graduate Seminar: Old French (3)

Prerequisite: graduate standing. Readings in the medieval literature of northern France. A variety of dialects and centuries. Conducted in French.

530 Graduate Seminar: Historical Linguistics (3)

Prerequisite: French 466 or consent of instructor. Some previous study of Latin recommended. Introduction to the principles of historical linguistics. Primary emphasis on the transformation of classical Latin (phonology, morphology, syntax and lexicon) into contemporary French. Conducted in French.

557 Graduate Seminar: French Poetry (3)

Prerequisite: graduate standing. An exploration of poetry of French expression which will focus on specific poets or poetic movements while situating them in their historical context. Various critical strategies may be used to analyze the selected works. Conducted in French.

571 Graduate Seminar: French Prose (3)

Prerequisite: graduate standing. An exploration of the narrative genre in French which will focus on specific texts or movements while situating them in their historical context. Various critical strategies may be used to analyze these texts. Conducted in French.

575 Graduate Seminar: French Drama (3)

Prerequisite: graduate standing. A chronological overview of French drama. This course also treats, in each period, relationships between society, dramatic and theatrical forms, typical thematic content of plays, and the social role of theatre. Conducted in French.

576T Graduate Seminar: Major Writers (3)

Prerequisite: graduate standing. May be repeated for credit. Conducted in French.

579 Francophone Literature (3)

Prerequisite: graduate standing. Exploration of the Francophone literatures (Quebec, West Indies, Meghreb and black Africa) since the 1950s. Course will concentrate on linguistic, artistic, and socio-political issues raised in the literature of these ex-colonies. Conducted in French.

598 Thesis (3-6)

Prerequisite: recommendation of student's graduate committee.

599 Independent Graduate Research (1-3)

Prerequisites: fluency in French, graduate standing, and consent of instructor. Supervised research projects in French language, linguistics, culture, or literature. May be repeated for credit.

GERMAN COURSES

Courses are designated GRMN in the class schedule.

101 Fundamental German-A (5)

Development of listening and reading comprehension, speaking, and cultural awareness to communicate on a basic level. Included is an introduction to customs and culture of German-speaking countries. Conducted primarily in German.

102 Fundamental German-B (5)

Prerequisite: German 101 or equivalent. Continued development of listening and reading comprehension, speaking, writing, and cultural awareness to communicate on a basic level. Further study of customs and culture of German-speaking countries. Conducted primarily in German.

203 Intermediate German-A (3)

Prerequisite: German 102 or equivalent. Development of listening comprehension and speaking. Emphasis on vocabulary building and developing conversational skills. Conducted in German. May be taken concurrently with German 204, 213 or 214.

204 Intermediate German-B (3)

Prerequisite: German 102 or equivalent. Development of listening and reading comprehension and writing. Emphasis on vocabulary building and developing writing competency. Conducted in German. May be taken concurrently with German 203, 213 or 214.

213 Intermediate Reading-A (2)

Prerequisite: German 102 or equivalent. Development of reading comprehension using edited and basic authentic materials. May be taken concurrently with German 203 or 204. Conducted in German.

214 Intermediate Reading-B (2)

Prerequisite: German 213 or equivalent. Continued refinement of reading comprehension based on authentic materials. May be taken concurrently with German 203 or 204. Conducted in German.

299 Directed Study (1-3)

Prerequisite: consent of instructor and department chair. Supervised study projects in the German language. May be repeated for credit.

300 German Conversation (3)

Prerequisites: German 204 or equivalent and intermediate competency. Open to lower-division students with consent of instructor. Development of oral competencies in the context of students' own or contemporary concerns. Conducted in German.

305 Advanced Conversation and Composition (3)

Prerequisites: German 204 or equivalent and intermediate competency. Open to lower-division students with consent of instructor. Free oral and written expression. Conducted in German.

308 German-speaking Culture Through Cinema and Literature (3)

Prerequisites: completion of appropriate General Education courses in Category III.B.2. This course explores the development of twentieth-century German-speaking society using various media, including literature in translation and film (subtitled). Course conducted in English.

310 German in the Business World (3)

Prerequisites: German 203, 204, 213, 214 or equivalent and intermediate competency. Designed to give students a working knowledge of business language in the German-speaking world. Emphasis on business correspondence, conversation between business partners and the language of advertising. Conducted in German.

311 German for International Business (3)

Prerequisites: German 203, 204, 213, 214 or equivalent and intermediate competency; German 310 recommended. Emphasis on expanding reading comprehension through authentic texts and on building vocabulary of the German business world and overview of the German economy and business practices. Conducted in German.

315 Introduction to German Civilization (3)

Prerequisites: German 204 or equivalent and intermediate competency. Readings and discussions in German literature, arts and institutions to develop insights into German culture. Conducted in German.

325 Current Trends in Culture of German-Speaking Peoples (3)

Prerequisites: German 204 or equivalent and intermediate competency. Readings and discussion of German contributions to present-day civilization while strengthening facility with German language. Conducted in German.

335 Introduction to Literature (3)

Prerequisites: German 305 and advanced competency. Introduction to the art of literature in a cultural context. Analysis and interpretation of various texts. Conducted in German.

399 German Phonetics (3)

Prerequisite: intermediate competency. Analysis of students' pronunciation and intensive practice of phonetic patterns including intonation. Development of conversational competency. May be repeated for credit; but may count only once toward German major.

400 Advanced Conversation Practice and Vocabulary Expansion (3)

Prerequisite: German 305 or consent of instructor. Intensive oral practice with emphasis on vocabulary expansion. Conducted in German.

405 Advanced Writing and Speaking (3)

Prerequisite: German 305 or consent of instructor. Practice in writing on various topics in detail, in expressing hypotheses and presenting arguments or points of view accurately and effectively. Emphasis on development differences of formal and informal style. Conducted in German.

430 German Literature and Culture to the Baroque (3)

Prerequisites: German 305, 315, and 335, or consent of instructor. Masterpieces of German literature from the Hildebrandslied to Der Abenteuerliche Simplicissimus and their relationship to cultural, historical and intellectual developments between ca. 800-1670 A.D. Conducted in German.

450 19th-Century German Literature and Culture (3)

Prerequisites: German 305, 315, and 335, or consent of instructor. 19th-century German literature from Romanticism to Naturalism. Decisive philosophic, political and economic influences. Conducted in German.

460 20th-Century German Literature and Culture (3)

Prerequisites: German 305, 315, and 335, or consent of instructor. Major German prose, drama and poetry of the 20th century. Conducted in German.

466 Introduction to German Linguistics (3)

Prerequisite: German 305 or consent of instructor. Analytical procedures of general linguistics as applied to German. Structural contrasts between German and English. The application of linguistic analysis to the teaching of modern foreign languages.

482 German Literature and Culture in Film (3)

Prerequisite: advanced standing in literature or consent of instructor. A critical study of literary works and their film adaptations as well as a critical analysis of film as communication. May be repeated for credit with different film syllabus.

485T Senior Seminar in German Literature (3)

Prerequisite: senior standing in German. Research and discussion of a literary movement, a genre or an author. Subject varies and is announced in the class schedule. May be repeated for credit with different topic. Conducted in German.

499 Independent Study (1-3)

Supervised research projects in German language or literature to be taken with consent of instructor and department chair. May be repeated for credit.

500 Graduate Seminar: Advanced Structure and Style (3)

Prerequisite: consent of instructor. The course concentrates on a comparative, rhetorical analysis of German and English linguistic structures systematically applied in exercises and translations. It also examines varieties of styles of writing by analyzing literary as well as non-literary texts. Conducted in German.

530 Graduate Seminar: Historical Linguistics (3)

Prerequisites: German 466 and consent of instructor. Introduction to the principles of historical linguistics. Primary emphasis on the development of German from Indo-European to contemporary German by examining phonological, morphological and syntactical changes through the centuries. Conducted in German.

571T Graduate Seminar: German Literature (3)

Prerequisite: consent of instructor. An exploration of various genres in German which focus on specific texts or movements within a cultural context. May be repeated for credit with a different topic. Conducted in German.

598 Thesis (3-6)

Prerequisite: recommendation of student's graduate committee.

599 Independent Graduate Research (1-3)

Prerequisites: advanced competency and consent of instructor. Supervised research projects in German language or literature. May be repeated for credit.

JAPANESE COURSES

Courses are designated JAPN in the class schedule.

100 Japanese Conversation for Beginners (3)

An introduction to spoken Japanese, with emphasis on vocabulary development at the beginning levels. This course is for students who would like to learn conversational Japanese without having to learn the writing system.

101 Fundamental Japanese-A (5)

Development of listening and reading comprehension, speaking, writing, and cultural awareness to communicate on a basic level. Included is an introduction to Japanese customs, culture, and civilization. (CAN JAPN 2)

102 Fundamental Japanese-B (5)

Prerequisite: Japanese 101 or equivalent. Continued development of listening and reading comprehension, speaking, writing, and cultural awareness to communicate on a basic level. Further study of Japanese customs, culture, and civilization. (CAN JAPN 4; CAN JAPN SEQ A = Japanese 101 and 102)

203 Intermediate Japanese-A (5)

Prerequisite: Japanese 102 or equivalent. Development of listening and reading comprehension, and oral and written practice in Japanese based on cultural and literary materials. Review of grammar. Conducted in Japanese.

204 Intermediate Japanese-B (5)

Prerequisite: Japanese 203 or equivalent. Instruction in reading, writing, speaking and listening in Japanese. Audio-lingual assignments in the language laboratory. Conducted mostly in Japanese.

299 Directed Study (1-3)

Prerequisite: Japanese 102 or equivalent. Supervised study projects in Japanese language or literature to be taken with consent of instructor and department chair. May be repeated for credit.

304 Japanese Culture and Society: Anime (3)

This course traces the development of modern Japanese society using animated films (subtitled) and reading materials (in translation). Conducted in English.

305 Advanced Japanese-A (3)

Prerequisite: Japanese 204 or equivalent. Practice in four skills of advanced Japanese emphasizing reading comprehension in the context of contemporary concerns. Conducted in Japanese.

306 Advanced Japanese-B (3)

Prerequisite: Japanese 204 or equivalent. Practice in four skills of advanced Japanese emphasizing reading comprehension in the context of contemporary concerns. Conducted in Japanese.

307 Advanced Spoken Japanese (3)

Prerequisite: Japanese 204 or equivalent. Emphasis on the spoken aspect of advanced Japanese through dialogues, discussions and oral presentations in the context of contemporary concerns. Conducted in Japanese.

310 Japanese for Business (3)

Prerequisite: Japanese 204 or consent of instructor. Designed to acquaint the student with the practical vocabulary and structure of business language, as well as the cultural background of business procedures in the Japanese business world. Conducted in Japanese.

311 Japanese for International Business (3)

Prerequisite: Japanese 204 or consent of instructor. Acquisition of vocabulary and language structures for Japanese in the international business world and related economic situations. Emphasis on comprehension of business terminology through conversation, reading, and writing. Conducted in Japanese.

315 Introduction to Japanese Civilization (3)

Prerequisite: Japanese 204 or equivalent or consent of instructor. Readings and lectures in Japanese literature, arts, and institutions from earliest history to 1868, to develop insights into Japanese culture while strengthening facility in the language. Conducted in Japanese.

316 Modern Japan (3)

Prerequisites: Japanese 204 and 315 or consent of instructor. Readings and lectures in Japanese literature, arts, and institutions from 1868 to the present, to develop insights into Japanese culture while strengthening facility in the language. Conducted in Japanese.

375 Introduction to Literary Forms (3)

Prerequisite: Japanese 306 or consent of instructor. Introduction to literary forms and concepts of literary techniques. Analysis and interpretation of various texts. Conducted in Japanese.

440 Introduction to Modern Japanese Literature (3)

Prerequisite: Japanese 375 or consent of instructor. The literary use of language, literary creation, reading, and critical evaluation of literary works. Reading excerpts of modern Japanese literary works with lectures on different trends of various schools. Conducted in Japanese.

466 Introduction to Japanese Linguistics (3)

Prerequisite: Japanese 306 or equivalent. Analytical procedures of general linguistics as applied to phonological, semantic, morphological, syntactic and discourse aspects of Japanese. Conducted in Japanese.

468 Japanese-English Contrastive Analysis (3)

Prerequisites: Japanese 306 and 466 (may be taken concurrently) or equivalent. Contrastive analysis of phonological, lexical, syntactic and discourse aspects of Japanese and English. Conducted in Japanese.

485T Senior Seminar: Variable Topics in Japanese (3)

Prerequisites: Japanese 375 and at least one 400-level course in Japanese or consent of instructor. Research and discussion of a cultural, literary or linguistic theme. Subject varies and is announced in the class schedule. May be repeated for credit with a different topic. Conducted in Japanese.

499 Independent Study (1-3)

Supervised projects in Japanese language or literature to be taken with consent of instructor and department chair. May be repeated for credit.

MODERN LANGUAGE COURSES

Courses are designated as MLNG in the class schedule.

196 Student-to-Student Tutorials (1-3)

See index.

301 Writing in an Intercultural Context (3)

Prerequisite: 315, 316, or 325 in the appropriate language major. Expository writing and research writing related to intercultural themes. This course meets the classroom portion of the upper-division writing requirement for foreign language majors.

307 Spanish Culture Through Cinema and Literature (3)

Prerequisite: completion of General Education Category III.B.2. This course traces the development of modern Spanish society (20th-century) using various visual media including literature (in translation) and film (subtitled). Course conducted in English.

495 Internship in Foreign Languages (3)

Prerequisites: the 310 and 311 course in the appropriate language and consent of instructor. Supervised field experience in multinational businesses locally or abroad. Daily use of a foreign language on the job and concurrent enrollment in a College of Business internship are required. Credit/No Credit Course.

496 Student-to-Student Tutorials (1-3)

See index.

PORTUGUESE COURSES

Courses are designated PORT in the class schedule.

101 Fundamental Portuguese-A (4)

Prerequisite: prior successful study of another Romance language. Development of listening and reading comprehension, speaking, writing, and cultural awareness to communicate on a basic level. Included is an introduction to customs, culture, and civilization of Portuguese-speaking countries. Conducted in Portuguese.

102 Fundamental Portuguese-B (4)

Prerequisite: Portuguese 101 or equivalent. Continued development of listening and reading comprehension, speaking, writing, and cultural awareness to communicate on a basic level. Further study of customs, culture, and civilization of Portuguese-speaking countries. Conducted in Portuguese.

310 Portuguese in the Business World (3)

Prerequisites: Portuguese 102 or consent of instructor. Emphasis on practical business-related terminology and on the cultural and socio-political contexts of doing business in Portuguese-speaking countries. Conducted in Portuguese.

317 Advanced Conversation and Composition (3)

Prerequisite: Portuguese 102 or equivalent or consent of instructor Emphasis on free oral and written expression. Conducted in Portuguese.

320 Introduction to Luso-Brazilian Culture and Civilization (3)

Prerequisites: Portuguese 310 or 317 or equivalent, good reading knowledge of Portuguese or consent of instructor. The main currents of Portuguese culture and civilization and Brazil's intellectual and artistic development from discovery to independence. Conducted in Portuguese.

325 Contemporary Brazilian Civilization (3)

Prerequisite: Portuguese 310 or 317 or equivalent. Readings and discussion to develop understanding of the social and intellectual problems, trends, and contributions to Brazil since independence. Present-day Brazil. Conducted in Portuguese.

499 Independent Study (1-3)

Supervised projects in Portuguese language or literature to be taken with consent of instructor and department chair. May be repeated for credit.

SPANISH COURSES

Courses are designated SPAN in the class schedule.

101 Fundamental Spanish-A (5)

Development of listening and reading comprehension, speaking, writing, and cultural awareness to communicate on a basic level. Included is an introduction to customs, culture, and civilization of Spanish-speaking countries. Conducted primarily in Spanish. (CAN SPAN 2)

102 Fundamental Spanish-B (5)

Prerequisite: Spanish 101 or equivalent. Continued development of listening and reading comprehension, speaking, writing, and cultural awareness to communicate on a basic level. Included is an introduction to customs, culture, and civilization of Spanish-speaking countries. Conducted primarily in Spanish. (CAN SPAN 4; CAN SPAN SEQ A = Spanish 101 and 102)

105 Intensive Review of Fundamental Spanish (5)

Prerequisite: prior experience equivalent to Spanish 101 and 102 or three years of high school Spanish taken two or more years ago. Intensive course to develop listening and reading comprehension, speaking, writing, and cultural awareness necessary to communicate on a basic level. Conducted primarily in Spanish.

111 Fundamentals Spanish for Educators-A (3)

Prerequisite: teaching credential, admission to credential program, or consent of instructor. For educators with little or no formal study of Spanish. Development of all four language skills. Methodology emphasizes communicative competence. Special attention given to materials relevant to educators.

112 Fundamental Spanish for Educators-B (3)

Prerequisite: Spanish 111 or equivalent; and teaching credential, admission to teaching credential program; or consent of instructor. Continues development of all four language skills. Methodology emphasizes development of communicative competence. Special attention given to material relevant to educators.

201 Spanish for Spanish Speakers-A (3)

Prerequisite: consent of instructor. Intermediate course designed to strengthen student's existing communicate skills in Spanish. Emphasis on oral expression, vocabulary building, spelling, grammar, reading, and composition. Students may not receive credit for both Spanish 201 and 203. Conducted in Spanish.

202 Spanish for Spanish Speakers-B (3)

Prerequisite: consent of instructor. Intermediate course designed to further develop student's existing communicative skills in Spanish. Students may not receive credit for both Spanish 202 and 204 Conducted in Spanish.

203 Intermediate Spanish-A (3)

Prerequisite: Spanish 102 or equivalent. Development of listening and reading comprehension, speaking and writing Spanish based on cultural and literary materials. Emphasis on oral expression and developing correct pronunciation. Concurrent enrollment in Spanish 213 is recommended. Conducted in Spanish. (CAN SPAN 8)

204 Intermediate Spanish-B (3)

Prerequisite: Spanish 201 or 203 or equivalent. Continued development of listening and reading comprehension, practice in speaking and writing Spanish based on cultural and literary materials. Emphasis on vocabulary building and developing grammatical accuracy. Concurrent enrollment in Spanish 214 is recommended. Conducted in Spanish.

213 Intermediate Conversation (3)

Prerequisite: Spanish 102 or 105 or equivalent. Practice in oral expression. Concurrent enrollment in Spanish 203 is recommended. Not open to students with proficiency in Spanish. Conducted in Spanish.

214 Intermediate Composition (3)

Prerequisite: Spanish 201 or 203 or equivalent. Practice in written expression based on cultural and literary materials. Concurrent enrollment in Spanish 204 is recommended. Conducted in Spanish.

299 Directed Study (1-3)

Prerequisite: Spanish 102 or equivalent. Supervised study projects in Spanish language or literature to be taken with consent of instructor and department chair. May be repeated for credit.

300 Spanish Conversation (3)

Prerequisite: Spanish 204 or equivalent. To develop oral control of the language in the context of student's own or contemporary concerns. Not open to those with native-like proficiency in Spanish. Conducted in Spanish.

301 Advanced Grammar and Composition (3)

Prerequisites: Spanish 204 and 214 or equivalent. Emphasis on grammar analysis and written expression. Conducted in Spanish.

310 Spanish in the Business World (3)

Prerequisites: Spanish 301, which may be taken concurrently, and Econ 201 and 202. Practical vocabulary and structure of business language, as well as the cultural background of business procedures in the Hispanic world. No credit toward Spanish major or minor. Conducted in Spanish.

311 Spanish for International Business (3)

Prerequisite: Spanish 310 or consent of instructor. Acquisition of vocabulary appropriate to the Hispanic business world and study of its economic institutions. Emphasis on reading comprehension, conversation and composition. No credit toward Spanish major or minor. Conducted in Spanish.

315 Introduction to Spanish Civilization (3)

Prerequisite: Spanish 301, which may be taken concurrently, or equivalent. Readings and discussions in Spanish literature, arts and institutions. Strengthening of facility in the language. Conducted in Spanish.

316 Introduction to Spanish-American Civilization (3)

Prerequisite: Spanish 301, which may be taken concurrently or equivalent. Readings and discussion in Spanish-American literature, arts and institutions. Strengthening of facility in the language. Conducted in Spanish.

375 Introduction to Literary Forms (3)

Prerequisite: Spanish 301 or equivalent. Introduction to literary forms and concepts of literary techniques and criticism. Analysis and interpretation of various texts. Strengthening of a student's abilities in reading, language and literary criticism. Conducted in Spanish.

400 Advanced Writing (3)

Prerequisites: two of the following: Spanish 315, 316, or 375. Exploration of a topic or theme to develop several language skills, especially writing, to broaden and deepen cultural awareness from a humanistic perspective, and to develop and refine critical, analytical, and creative writing competencies. Conducted in Spanish.

407 Spanish Visual Representations of Cultural Transformations in the 20th Century (3)

Prerequisites: Spanish 301 and Spanish 315. This course traces the development of modern Spanish society from the Second Republic of 1930 to 1983's democracy. It explores how films are texts capable of expressing social, historical or political issues and cultural changes. (Conducted in Spanish.)

415 Contemporary Spanish Culture (3)

Prerequisite: Spanish 315 or consent of instructor. The cultural-social, economical, political-characteristics of contemporary Spanish life. Conducted in Spanish. Not available for graduate degree credit.

416 Contemporary Spanish-American Culture (3)

Prerequisite: Spanish 316 or consent of instructor. The social, economic, artistic, and political aspects of contemporary life in Spanish America. Conducted in Spanish. Not applicable for graduate degree credit.

430 Spanish Literature to Neoclassicism (3)

Prerequisites: Spanish 315 and 375 or consent of instructor. Spanish literature from its beginnings to 1700. Representative works of each genre. Conducted in Spanish.

440 Spanish-American Literature to Modernismo (3)

Prerequisites: Spanish 316 and Spanish 375 or consent of instructor. Spanish-American literature to modernismo. Conducted in Spanish.

441 Spanish-American Literature Since Modernismo (3)

Prerequisites: Spanish 316 and 375 or consent of instructor. Spanish-American literature from modernismo to the present. Conducted in Spanish.

461 Spanish Literature Since Neoclassicism (3)

Prerequisites: Spanish 315 and 375 or consent of instructor. Representative works of Spanish literature from 1700 to the present. Conducted in Spanish.

466 Spanish Phonology and Dialectology (3)

Prerequisite: Spanish 301 or equivalent. Descriptive study of the phonology of Spanish, with specific focus on the sound system, supra-segmentals and connected speech. Description and analysis of the dialectal varieties of Spanish. Conducted in Spanish.

467 Spanish Morphology and Syntax (3)

Prerequisite: Spanish 301 or equivalent. The analytical procedures of general linguistics as applied to Spanish word and sentence structure. Conducted in Spanish.

468 Spanish/English Bilingualism and Language Contact (3)

Prerequisite: Spanish 467. Comprehensive study of topics related to Spanish-English Bilingualism and language contact. Analysis of the linguistic situation of the Hispanic groups in the United States within psycholinguistic, grammatical, and sociolinguistic theoretical frames. Conducted in Spanish.

475T Senior Seminar: Topics in Spanish Peninsular Literature (3)

Prerequisites: Spanish 375 or consent of instructor and senior standing in Spanish. Selected topics of the literature of Spain. Subject matter will change. May be repeated for credit. Conducted in Spanish.

485T Senior Seminar: Topics in Spanish-American Literature (3)

Prerequisites: Spanish 375 or consent of instructor and senior standing in Spanish. Selected topics of the literature of Spanish-America. Subject matter will change. May be repeated for credit. Conducted in Spanish.

499 Independent Study (1-3)

Supervised research projects in Spanish language, literature, culture, linguistics, or business to be taken with consent of instructor and department chair. May be repeated for credit.

500 Graduate Seminar: Advanced Structure and Style (3)

Prerequisite: Spanish 467 or equivalent. The course focuses on (1) a transformational analysis of Spanish syntactic structures, (2) a classic approach to grammar, and (3) analysis of style in different contemporary writers, following a linguistic approach. The course is complemented with exercises and translations from English to Spanish. Conducted in Spanish.

530 Graduate Seminar: Historical Linguistics (3)

Prerequisite: Spanish 466 or 467, or equivalent. Focus on the principles of historical linguistics as seen through the evolution of Classical Latin (phonology, morphology, syntax and lexicon) into contemporary Spanish. Conducted in Spanish.

556 Graduate Seminar: Spanish Poetry (3)

Prerequisite: Spanish 430 or 461 or equivalent. A chronological overview of Peninsular poetry with special attention on specific authors and movements. Conducted in Spanish.

557 Graduate Seminar: Spanish-American Poetry (3)

Prerequisite: Spanish 441 or equivalent. A chronological overview of Spanish-American poetry from 1888 (Latin American Modernism) to Vanguardist and present day poetry and "Anti-Poetry." Conducted in Spanish.

567 Graduate Seminar: Spanish-American Novel (3)

Prerequisite: Spanish 441 or equivalent. An historical overview of the development of the Spanish- American novel from the Colonial period (picaresque) to the Modern Experimental Novel. Conducted in Spanish.

571 Graduate Seminar: Spanish Prose and Narrative Fiction (3)

Prerequisite: Spanish 430 or 461 or equivalent. An in-depth study of major prose and narrative works from various historical periods of Spanish literature. Conducted in Spanish.

575 Graduate Seminar: Spanish Drama (3)

Prerequisite: Spanish 430 or 461 or equivalent. A chronological overview of Peninsular drama with emphasis on major authors and their most representative works. Conducted in Spanish.

576T Graduate Seminar: Hispanic Topics (3)

Prerequisite: Spanish 430 or 441 or 461 or equivalent. May be repeated for credit with different subject matter. Topics include: Contemporary Spanish Culture, Contemporary Spanish-American Culture, El Ensayo y La Critica Literaria Hispano-Americana. Conducted in Spanish.

598 Thesis (3-6)

Prerequisite: recommendation of student's graduate committee.

599 Independent Graduate Research (1-3)

Prerequisites: fluency in Spanish and consent of instructor. Supervised research projects in Spanish language or literature. May be repeated for credit.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) COURSES

Courses are designated as TESL in the class schedule

400 Fundamentals in TESOL (3)

Prerequisites: completion of or concurrent enrollment in English 303 and Linguistics 406 or consent of instructor. Course prepares students for coursework offered in the M.S. TESOL and TESOL Certificate Programs and for careers in TESOL. Teacher trainees learn requisite skills for teaching ESL/EFL classes at all levels of instruction and to be professionals in the field.

468 Language Transfer and TESOL (3)

Prerequisites: junior standing or above, successful completion of one of French, German, Japanese 466; or Spanish 466 or 467; and at least one 400-level Linguistics class. Exploration of the role of transfer in second language discourse, semantics, syntax, phonology, and writing. Applications of contrastive analysis and error analysis to language teaching.

509 Advanced Principles of TESOL: Listening/Speaking Focus (3)

Prerequisites: one of French, German, Japanese 466; or Spanish 466 or 467; or Linguistics 406; and TESOL 400 or consent of instructor. Overview of theories, methods and procedures for teaching listening and speaking skills to second language learners. Focus on planning and delivery of communicative ESL/EFL lessons. (Same as Linguistics 509)

510 Advanced Principles of TESOL: Reading/Writing Focus (3)

Prerequisites: one of French, German, Japanese 466; or Spanish 466 or 467; or Linguistics 406; and TESOL 400 or consent of instructor. Overview of theories, methods, and procedures for teaching functional and academic reading and writing skills to second language learners. Emphasis on planning and delivery of content-based ESL/EFL lessons. (Same as Linguistics 510)

511 Teaching English Abroad (3)

Prerequisite: TESOL 400 or consent of instructor. Prepares students to understand the cultural and socio-political significance of teaching English outside the U.S. Investigates methods, techniques, materials, classroom management, and evaluation in programs abroad. Create or adapt materials for a selected country or region.

515 Pedagogical Grammar in TESOL (3)

Prerequisites: English 303, Linguistics 406, TESOL 400. Systematic approach to the theories and practical aspects of teaching grammar to non-native speakers of English within a communicative framework. Emphasis on the ordering, selection, and preparation of appropriate materials and activities. Expands on concepts introduced in TESOL 400.

520 Teaching Pronunciation and Oral Discourse in TESOL (3)

Prerequisites: English 303, Linguistics 406, TESOL 400. Course prepares teacher trainees with a working knowledge of phonological and oral discourse terms and concepts and explores strategies for designing and teaching ESL/EFL lessons that include attention to oral communication and pronunciation enhancement.

525 Teaching Vocabulary in the ESL/EFL Classroom (3)

Prerequisite: TESOL 400 or consent of instructor. Examines the complexities of vocabulary knowledge and the linguistic and cultural aspects of vocabulary learning. Applies theories and research findings to the classroom. Instruction in contextualized vocabulary learning and appropriate dictionary use.

527 Second Language Acquisition (3)

Prerequisites: one of French, Japanese or German 466; or Spanish 466 or 467; or TESOL 468 or Linguistics 406; and TESOL 400. Methodology for research in second language acquisition and development; socio-linguistic and psycholinguistic patterns in bilingualism; interactions
of language and culture in the language acquisition process.

545 Teaching Culture in the Language Classroom (3)

Prerequisites: TESOL 400. Provides a framework for teaching culture and value systems in the second language classroom. Emphasis on teaching patterns of culture, methods of cultural comparison, audio-visual materials and textbook evaluation.

560 Second Language Assessment (3)

Prerequisites: TESOL 509 and 510. Theories, issues, basic statistical concepts in second language testing and techniques for second language assessment. Practice in analyzing commercial language tests and in constructing tests for classroom use.

595 Curriculum and Program Design for TESOL (3)

Prerequisites: TESOL 400, 509 and 510. Approaches for curriculum planning in TESOL. Instruction in needs assessment, goal setting, syllabus design, and program evaluation. Students will produce projects for a specific group and setting.

596 TESOL Practicum (3)

Prerequisites: completion of the appropriate program core courses (TESOL Certificate or M.S. Education-TESOL) and consent of instructor or adviser. Teaching English to speakers of other languages at Cal State Fullerton or in other schools. Supervised by instructor and supervisors. Seminar meetings by arrangement. May be repeated for credit.

599 Independent Graduate Research (1-3)

Prerequisites: graduate standing and consent of instructor. Supervised research projects in teaching English to speakers of other languages (TESOL). May be repeated for credit.

VIETNAMESE COURSES

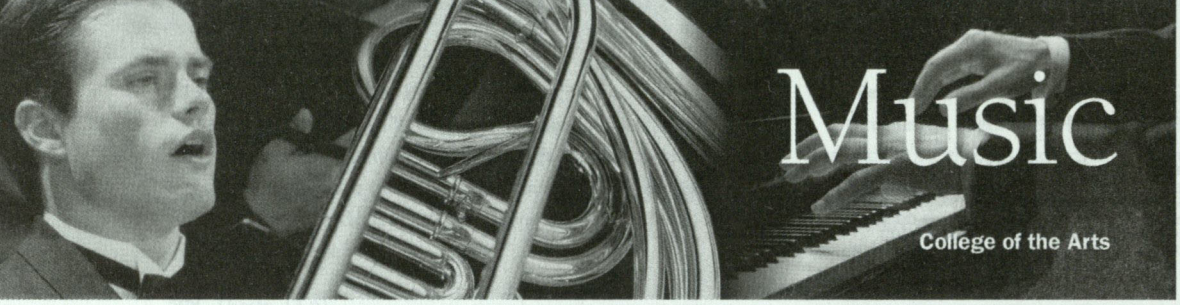
Courses are designated VIET in the class schedule.

201 Vietnamese for Vietnamese Speakers-A (3)

Prerequisite: student must be able to sustain conversation. Consent of instructor. An intermediate course to develop communication through reading and writing and to improve oral communication.

202 Vietnamese for Vietnamese Speakers-B (3)

Prerequisite: advanced speaking competency. This course focuses on the development of reading/writing skills. A broad range of topics are studied and students write articles and letters as well as essays and reports on cross-cultural topics.



Music

College of the Arts

DEPARTMENT CHAIR

Vance D. Wolverton

VICE CHAIRS

David Grimes
Bongshin Ko

DEPARTMENT OFFICE

Performing Arts 262

PROGRAMS OFFERED

Bachelor of Arts in Music
- Liberal Arts
- Music Education
- Music History and Theory

Bachelor of Music
- Composition
- Instrumental
- Keyboard
- Voice
- Accompanying
- Jazz and Commercial Music

Minor in Music

Master of Arts in Music
- Music History and Literature
- Music Education
- Piano Pedagogy

Master of Music
- Performance
- Theory-Composition

Single Subject (Secondary) Credential

INTRODUCTION

Music is one of the most rewarding of all human endeavors, and the faculty and students in the Department of Music share a deep love for their art and a common desire to achieve excellence in it. The department offers a wide spectrum of degree programs and options with an overall emphasis in the area of performance. The curriculum provides basic preparation for careers in music, music education, or further graduate study, and is designed to provide a balanced education in the many facets of musical experience. Artist-teachers offer instruction in all areas of performance; practicing composers and theorists teach courses in theory and composition; active musicologists provide instruction in history and literature; and specialists in music education teach the courses in that area. It is the goal of the department to develop each student's musical and intellectual potential to the highest level of individual capability. California State University, Fullerton is fully accredited by the National Association of Schools of Music and the Western Association of Schools and Colleges.

FACULTY

John Alexander, Eduardo Delgado, Marc Dickey, Mitchell Fennell, James N. (Kimo) Furumoto, David Grimes, Bongshin Ko, John Koegel, Pamela Madsen, Todd Miller, Katherine Powers, Patricia Prunty, Lloyd Rodgers, Håkan Rosengren, Ernest Salem, Gerald Seminatore, Dennis Siebenaler, Laurance Timm, Charles Tumlinson, Kenneth Walicki, Robert Watson, Vance D. Wolverton.

ADVISEMENT

All undergraduate music majors are required to obtain advisement each semester. Area coordinators and other faculty serve as advisers, and students are assigned according to their area of concentration.

CREDENTIAL INFORMATION

The bachelor's degree in music may be effectively combined with subject matter studies necessary for the single subject teaching credential in music. Undergraduates are encouraged to work with the department adviser, advisers for music education, and the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major, and electives. Postgraduate students should contact the Admission to Teacher Education office in the College of Education (714-278-3412) to obtain information on attending an overview presentation and orientation and then contact the department credential adviser.

INTERNATIONAL STUDY IN MUSIC

Through the CSU International Program (IP), music majors at CSUF have the opportunity to spend a year studying at the Trossingen State Conservatory of Music (Staatliche Hochschule für Musik, Trossingen) in southern Germany. Located at the southern end of the Black Forest, about twenty miles north of the Swiss border, the Trossingen Conservatory offers conservatory study in voice and all instruments. The school is particularly known for early music performance. At least one semester of German is required. For more information, contact the department chair or the office of International Education and Exchange (UH 244).

REQUIREMENTS FOR UNDERGRADUATE MUSIC MAJORS

1. All music majors are enrolled in the Bachelor of Arts degree program at the time of admission. Students may request a change in their degree objective to the Bachelor of Music upon completion of at least one semester of course work at the university, successful completion of a jury examination, and recommendation of the faculty in the appropriate area of concentration. Exceptional transfer students may be permitted to enter the B.M. program at the beginning of their first semester. Enrollment in the Bachelor of Music program is limited.
2. Upon entering the university as a new music major or upon officially changing to a major in music, each student will present an audition in the appropriate principal performance area (instrument or voice) and a placement audition for class piano.
3. All students must pass proficiency examinations in traditional harmony (sight-singing, dictation, keyboard, and paperwork) and piano before being approved for graduation. Transfer students will fulfill the theory requirement by passing the entrance examination in theory; first-time students and transfers with insufficient preparation at entrance will normally take the examination in Music 211. The piano-proficiency requirement may be met by completion of Music 282B with a grade of "C" (2.0) or better. Students planning to enter a teaching credential program are required to earn a "B" (3.0) or better in Music 282B. Students whose principal performance area is piano may satisfy the piano-proficiency requirement either by completing Music 385K with a grade of "C" (2.0) or better or upon reaching 300 level in performance.



4. Each music major must declare a single principal performance area, which must be approved by the faculty of that area upon completion of the entrance audition. A successful audition is required for the student to receive state-funded applied-music instruction at the 100 (freshman) level. Instruction must commence in the student's first semester as a music major. The major of students whose audition does not qualify them to receive instruction at the 100 level will be changed administratively from music to "undeclared." A new student must meet all university admission requirements and be fully matriculated into the university no later than one week before the beginning of classes in order to receive state-funded applied music. In order to be approved for graduation, each student must achieve at least the 300 level of proficiency in the principal performance area. B.A. Liberal Arts-option students who elect project alternative 2 (Music 497: Project) need reach only the 200 level.
5. Each music major is required to present one or more recitals or a project appropriate to the degree program before being approved for graduation. The project option is available only in the Liberal Arts and Music History and Theory options of the Bachelor of Arts degree. Recitals at the 300 level of performance are designated Music 398; recitals at the 400 level of performance are designated Music 498. See the sections below on the Liberal Arts and Music History and Theory options for recital/project information applicable to those degrees.
6. Undergraduate music majors are required to participate in a major performance ensemble (Music 406) and complete it with a grade of "C" (2.0) or better each semester of residence as follows:
   a. Students who declare a wind instrument or percussion as the principal performance area must register for band; students who declare a string instrument as the principal performance area must register for orchestra; students who declare voice as the principal performance area must register for choir. Students accepted into the Bachelor of Music program in Jazz and Commercial Music will register for Jazz Ensemble. A student whose principal performance area is keyboard or classical guitar must register for one of the above major performance ensembles, according to the student's qualifications and subject to audition.
   b. A music major who has been admitted into the Bachelor of Music program in composition, keyboard, or classical guitar and who has participated in a major performance ensemble for at least five semesters (a minimum of two semesters at California State University, Fullerton), may thereafter substitute chamber music and/or small performance ensembles (Music 386, 407, 408) to satisfy the departmental major performance ensemble (Music 406) requirement.
   c. The educational purpose of the requirement that all music majors participate in an appropriate major performance ensemble during each semester of residence is to permit each student to experience the highest level of ensemble music making commensurate with the student's skill. To this end, the CSUF choir and band programs are of the traditional graded structure. University Singers (406E) and Wind Ensemble (406F) are for the more advanced students; Men's Chorus (406M), Symphonic Band (406C) and Women's Choir (406W) are for students of less skill or experience. Placement in bands, orchestra, and choirs will be based on student abilities determined by the directors of those ensembles. Music majors will be assigned to the ensemble for which they are best qualified. A student does not have the option of satisfying the requirements for participation in a major performance ensemble by enrolling in an ensemble intended for those of less ability or experience.
   d. A student who has completed state-funded lessons, who is not taking lessons at all, or who is taking fewer than six units of music must still be in an appropriate major performance ensemble.
7. Applied-music study in the principal performance area is required as stipulated under the requirements for each degree program. The following conditions apply:
   a. If a student pursuing the Bachelor of Arts degree or the Bachelor of Music degree reaches the 300 level in the principal performance area before the required units in applied music are completed, Music Department electives may be substituted for the remaining applied-music units.

b. In addition to the six units of applied music required in the principal performance area, Bachelor of Music students in the Composition concentration must complete six units of applied composition (including the 498 recital) after taking Music 422. The 498 recital will consist of a presentation of the student's own compositions.

c. Students pursuing the Bachelor of Music degree in any option except Composition must achieve the 300 level in performance before giving the 398 recital and 400 level in performance before giving the 498 recital. Recital approval will be given only to students who are currently studying with CSUF applied music faculty. Specific information on jury-level criteria is available from the Music Department office.

d. In order to qualify for state-funded applied music (including Music 398 and Music 498 recitals), an undergraduate student must currently be enrolled for a minimum of six units of music classes (including applied music), at least two of which must be in an academic area, i.e., any course other than performing ensembles and applied music. (A student needing fewer than six units of music classes to graduate will not be required to take extra units to meet the six-unit requirement and will receive applied instruction if otherwise qualified.) In addition, the student must be enrolled in the appropriate major performance ensemble, as stipulated in section 6 above. If the student receives a grade of "D plus" (1.3) or lower or "WU" in applied music or in the major performance ensemble, or if the student fails to complete six units of music classes as described above, applied lessons will be withheld in the subsequent semester. A student who fails applied music must present an acceptable reinstatement audition before state-funded lessons will be resumed.

e. Students are limited to a maximum of three semesters of applied music at a given level of performance. Applied music may be denied for failure to make satisfactory progress within the degree.

f. Students in the B.A. program are eligible for a maximum of eight units of state-funded applied music (398 and 497 included). B.M. students are eligible for a maximum of 14 units (398 and 498 included).

8. Senior transfer students or graduate students in music entering to complete the Single Subject Matter Preparation Program (SSMPP) are expected to complete a minimum of one semester of upper-division coursework in music with a GPA of at least 3.0 before they may be approved for admittance to teacher education. Required courses and competencies must be satisfied before the faculty committee will consider endorsing the student's acceptance into the credential program.

9. To be approved for graduation, a music major must maintain a 2.5 GPA in all music coursework that is to be used to meet degree requirements. In addition, a student must earn a grade of "C" (2.0) or better in all music courses required for the Bachelor of Arts in Music or Bachelor of Music degree.

10. All requests for exceptions to departmental or curricular requirements must be directed by petition in advance to the department chair.

MUSIC DEGREE PROGRAMS

The Department of Music offers a variety of courses that lead to baccalaureate and graduate degrees. The baccalaureate degree may be earned in either of two degree programs (Bachelor of Arts or Bachelor of Music). Within these programs, a student will pursue a concentration in Liberal Arts, Music History and Theory, Music Education, Performance, Composition, Accompanying, or Jazz and Commercial Music.

The Bachelor of Arts requires a minimum of 120 units and the Bachelor of Music, a minimum of 132 units. This includes courses for the major, general education, all-university requirements, and electives.

BACHELOR OF ARTS IN MUSIC

The Bachelor of Arts in Music shall consist of no fewer than 50 units of music, of which at least 29 shall be upper-division (300 level and above). All Bachelor of Arts students must complete the core requirements listed immediately below as well as the additional coursework needed for one of three concentrations: Liberal Arts, Music History and Theory, or Music Education.

Core Requirements for the Bachelor of Arts (33 units)

Music theory/musicianship (Music 109, 111, 112, 121, 122, 211, 221, 319) (14 units)

Music history and literature (Music 151; 351A,B,C) (11 units)

Principal performance area (applied music) (4 units)

Major performance ensemble (Music 406A,C,E,F,L,M,S,W as appropriate to the concentration and emphasis) (4 units)

Second Language Graduation Requirement

Students in the Bachelor of Arts in Music program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

LIBERAL ARTS CONCENTRATION (50 UNITS)

This concentration is particularly appropriate for the student who wishes to obtain a solid liberal arts education with a specialization in music, as well as for students who wish to pursue careers in the music industry other than performance and teaching.

Core Requirements for the Bachelor of Arts (33 units)

Music theory/musicianship (Music 109, 111, 112, 121, 122, 211, 221, 319) (14 units)

Music history and literature (Music 151; 351A,B,C (11 units)

Principal performance area (applied music) (4 units)

Major performance ensemble (Music 406A,C,E,F,L,M,S,W) (4 units)*

Additional Requirements (17 units)

Music theory (Music 316 or 418; 320; 323 or 422) (6 units)

Conducting (Music 382A or 383A) (2 units)

Senior recital or project (Music 398 or 497) (1 unit)

Music history and literature (from Music 451 through 459A inclusive or 462) (2 units)

*Required of all undergraduate music majors every semester of residence. (See "Introduction," item 6.)

Electives in Music (6 units): (minimum of 6 units upper-division; no more than 2 units of Music 193, 293, 393, 493)

Senior Project

Two alternatives, each with a different focus and prerequisite, are available to the student:

Alternative 1 (Music 398: Recital): Prerequisite is achievement of 300 applied-music level in the area of principal performance one semester before the semester in which the student plans to present the recital. The student will present a brief recital in a regular recital time or in the appropriate workshop (at faculty discretion).

Alternative 2 (Music 497: Project): Prerequisite is achievement of 200 applied-music level the semester before the semester in which the student plans to present the project. The student will prepare a special project in the senior year that will culminate in a research paper, lecture or lecture-recital.

The recital will be included when calculating the student's quota of state-funded applied-music lessons.

MUSIC HISTORY AND THEORY CONCENTRATION (50 UNITS)

This concentration is designed as a balanced program in music history and theory and provides suitable preparation for advanced degrees in musicology or music theory.

It also provides basic preparation for advanced study in other fields, such as musical acoustics, music therapy, ethnomusicology, library science in music, and music in industry and recreation.

Students seeking the concentration in Music History and Theory must submit a paper to the music history or theory coordinator not later than the beginning of their junior year. Acceptance into the degree program is contingent on the submission of a satisfactory paper.

Allied Requirement for the Music History and Theory Concentration:

Foreign language proficiency, preferably German, to be satisfied as described under the requirements for the Bachelor of Music, Voice Concentration.

Core Requirements for the Bachelor of Arts (33 units)

Music theory/musicianship (Music 109, 111, 112, 121, 122, 211, 221, 319) (14 units)

Music history and literature (Music 151; 351A,B,C) (11 units)

Principal performance area (Music 193, 293) (4 units)

Major performance ensemble (Music 406A,C,E,F,M,W) (4 units)*

Additional Requirements (17 units)

Music theory (Music 316 or 418; 320; 418; 419; 420) (10 units)

Conducting or composition (Music 382A or 383A or 422) (2 units)

Project-proposal preparation (Music 499) (1 unit)

Music history or theory project (Music 497) (1 unit)

World music (Music 462) (3 units)

MUSIC EDUCATION CONCENTRATION

The emphases in instrumental, choral, and elementary music are designed to provide comprehensive, rigorous preparation for teaching in the California public schools.

Students intending to teach music in the California public schools must complete the B.A. in Music Education and certain additional courses and competence examinations to meet the requirements of the Single Subject Matter Preparation Program (SSMPP). (See below, Earning a Teaching Credential.) Completion of the SSMPP leads to consideration for acceptance into the Single-Subject Credential Program in Music (which includes student teaching). Subsequent completion of the Credential Program then earns the student a credential (license) from the State of California to teach music in California public schools, grades K-12.

Instrumental Emphasis (50 units)

Core Requirements for the Bachelor of Arts (33 units)

Music theory/musicianship (Music 109, 111, 112, 121, 122, 211, 221, 319) (14 units)

Music history and literature (Music 151; 351A,B,C) (11 units)

Principal performance area (Music 193, 293) (4 units)

Major performance ensemble (Music 406A,C,F) (4 units)*

Additional Requirements (17 units)

Orchestral instruments (Music 281B,P, S,W) (4 units)

Music theory (Music 320, 323) (4 units)

Conducting (Music 382A,B) (4 units)

Music history and literature (Music 462) (3 units)

Chamber music (Music 408B,G, S, W, X) (1 unit)

Recital (Music 398) (1 unit)

Choral Emphasis (50 units)

Core Requirements for the Bachelor of Arts (33 units)

Music theory/musicianship (Music 109, 111, 112, 121, 122, 211, 221, 319) (14 units)

Music history and literature (Music 151; 351A,B,C) (11 units)

Principal performance area (Music 193, 293) (4 units)

Major performance ensemble (Music 406E,M,W) (4 units)*

Additional Requirements (17 units)

Music theory (Music 320) (2 units)

Orchestral instruments (Music 284) (1 unit)

Music history and literature (Music 462) (3 units)

Conducting (Music 383A,B) (4 units)

Literature and pedagogy (Music 354, 468) (4 units)

Chamber music (Music 407V, 408V) (2 units)

Recital (Music 398) (1 unit)

General Music Emphasis (50 units)

Core Requirements for the Bachelor of Arts (33 units)

Music theory/musicianship (Music 109, 111, 112, 121, 122, 211, 221, 319) (14 units)

Music history and literature (Music 151; 351A,B,C) (11 units)

Principal performance area (applied music) (4 units)

Major performance ensemble (Music 406A,C,E,F,M,W) (4 units)*

*Required for all music majors every semester of residence. (See "Introduction," item 6.)

Additional Requirements (17 units)

Music theory (Music 320) (2 units)

Orchestral instruments (Music 284) (1 unit)

Music history and literature (Music 462) (3 units)

Conducting (Music 383A,B) (4 units)

Music and Child Development (Music 333) (3 units)

Public School Choral Materials (Music 354) (2 units)

Chamber music (Music 407V or 408V) (1 unit)

Recital (Music 398) (1 unit)

Piano Pedagogy Emphasis (63 units)

The emphasis in piano pedagogy is designed to provide rigorous preparation for individual and group piano instruction. It does not lead to a teaching credential for the California public schools.

Core Requirements for the Bachelor of Arts (33 units)

Music theory/musicianship (Music 109, 111, 112, 121, 122, 211, 221, 319) (14 units)

Music history and literature (Music 151; 351A,B,C) (11 units)

Principal performance area (Music 193, 293) (4 units)

Major performance ensemble (Music 406A,C,E,F,M,W) (4 units)*

Additional Requirements (30 units)

Music theory (Music 320) (2 units)

Music history and literature (Music 454A,B) (4 units)

Keyboard ensemble (Music 408K) (1 unit)

Applied piano (Music 393) (3 units)

Conducting (Music 382A OR 383A) (2 units)

Recital (Music 398) (1 unit)

Piano Pedagogy/Practicum (Music 467A,B,C; 477) (9 units)

Piano Pedagogy/Observation and Internship (Music 466) (3 units)

Advanced MIDI, Harpsichord, Organ (2 units from Music 372, 373, 426)

Functional Skills for Keyboard Majors (Music 285) (2 units)

Piano-Vocal Collaboration (Music 386) (1 unit)

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*Required for all music majors every semester of residence. (See "Introduction," item 6.)

EARNING A TEACHING CREDENTIAL

Students intending to teach music in the California public schools must demonstrate subject-matter competence prior to admission to the Single Subject Credential program. This may be done either (a) by completing the coursework for the Single Subject Matter Preparation Program (SSMPP) or (b) by passing subject-matter tests specified by the State of California and administered by the Educational Testing Service. In both cases, an interview and certain competence examinations administered by the Music Department must be passed prior to enrolling in the Single Subject Credential Program in Music (which includes student teaching)

The following courses are prerequisite to admission to the Credential program for students who choose to complete SSMPP coursework in lieu of taking the subject matter examination. These courses are intended to be taken concurrently with degree work.

Instrumental Emphasis (30 units)

Music Education 295 (1); 394I (3); 395 (2); 404 (3); Music 283 (1); 353 (2); 383A (2); 444 (2); Jazz experience: 2 units from Music 264, 312, 364, 406L, 406S, 469; Ed Sec 310 (3); 320 (3); 330 (3); 340 (3).

Choral Emphasis (27 units)

Music Education 295 (1); 394V (3); 395 (2); 404 (3); Music 333 (3); 380A,B, or C (1); 382A (2); Ed Sec 310 (3); 320 (3); 330 (3); 340 (3).

General Music Emphasis (24 units)

Music Education 295 (1); 394V (3); 395 (2); 404 (3); Music 380A,B, or C (1); 468 (2); Ed Sec 310 (3); 320 (3); 330 (3); 340 (3).

Prior to admission to the Single Subject Credential Program in Music, the student must have completed all SSMPP requirements, including the bachelor's degree, or be within six units of finishing, with the recital (Music 398) completed. The student must plan so that any remaining classes for the SSMPP (including the bachelor's degree) can be taken outside of public school hours.

Applicants for the Single Subject Credential Program in Music must also demonstrate functional ability in keyboard and voice. Vocal competence may be shown either by successful audition or completion of Music 283 (voice class) with a minimum grade of "B" (3.0).

A minimum GPA of 2.75 is required for admission to the Single Subject Credential Program in Music.

The prospective Single Subject Credential student must pass the CBEST (California Basic Education Skills Test) as well as an assessment interview with the Music Education faculty. In the interview the applicant is expected to demonstrate musical and interpersonal skills essential to music teaching, as well as an overall synthesis of learning.

Once accepted into the Single Subject Credential in Music, students must complete the following 31 units to earn the preliminary Single Subject Credential:

Music Education: Music Ed 442 (3), 449E (3).

Professional Education: Ed Sec 410 (3) Ed Sec 440F (4), Ed Sec 440S (2).

Student Teaching: Music Ed 449I (10), 449S (3) and Ed Sec 540 (3).

BACHELOR OF MUSIC

This degree program is designed to provide training for highly gifted students who show promise and capability of becoming professional performers and composers.

The degree consists of 132 semester units. A minimum of 70 semester units in music are required, at least 32 of which must be upper-division.

Core Requirements for the Bachelor of Music (38 units)

Music theory (Music 109, 111, 112, 121, 122, 211, 221, 319, 320) (16 units)

Music history and literature (Music 151; 351A,B,C) (11 units)

Principal performance area (applied music) (6 units)

Major performance ensemble (Music 406) (4 units)*

Recital (Music 498) (1 unit)

COMPOSITION CONCENTRATION (70 UNITS)

Core Requirements for the Bachelor of Music (38 units)

Music theory (Music 109, 111, 112, 121, 122, 211, 221, 319, 320) (16 units)

Music history and literature (Music 151; 351A,B,C) (11 units)

Principal performance area (applied music) (6 units)

Major performance ensemble (Music 406) (4 units)*

Recital (Music 498) (1 unit)

Additional Requirements (32 units)

Music theory (Music 316, 323, 418, 419, 420, 422) (14 units)

Conducting (Music 382A and 383A; or Music 382A and 382B, or Music 383A and 383B) (4 units)

Applied composition (5 units)

Electives in music (9 units)

Allied Requirement for Composition Concentration

Even though students in the Composition Concentration are exempt from the Second Language Graduation Requirement, they must demonstrate proficiency in one foreign language (French, German, or Italian), to be satisfied as described under the requirements for the Bachelor of Music, Voice concentration.

INSTRUMENTAL CONCENTRATION

Second Language Graduation Requirement

Since the Instrumental Concentration within the Bachelor of Music is a high-unit program, majors in this concentration are exempt from the Second Language Graduation Requirement.

Orchestral Instruments Emphasis (70 units)

Core Requirements for the Bachelor of Music (38 units)

Music theory (Music 109, 111, 112, 121,122, 211, 221, 319, 320) (16 units)

Music history and literature (Music 151; 351A,B,C) (11 units)

Principal performance area (applied music) (6 units)

Major performance ensemble (Music 406) (4 units)*

Recital (Music 498) (1 unit)

Additional Requirements (32 units)

Music theory (Music 323, 418, 422) (6 units)

Principal performance area (applied music) (6 units)

Recital (Music 398) (1 unit)

Conducting (Music 382A,B) (4 units)

Chamber music (Music 407C,D,E,M,Y and/or 408B,S,W, X) (6 units)

Electives in music (9 units)

Classical Guitar Emphasis (70 units)

Core Requirements for the Bachelor of Music (38 units)

Music theory (Music 109, 111, 112, 121, 122, 211, 221, 319, 320) (16 units)

Music history and literature (Music 151; 351A,B, C) (11 units)

Major performance ensemble (Music 406) (4 units)*

Principal performance area (applied music) (6 units)

Recital (Music 498) (1 unit)

Additional Requirements (32 units)

Music theory (Music 316, 418, 422) (6 units)

Music history (Music 459A) (2 units)

Principal performance area (applied music) (6 units)

Recital (Music 398) (1 unit)

Conducting (Music 382A) (2 units)

Chamber music (Music 407G and/or 408G) (6 units)

Fingerboard skills (Music 385G) (2 units)

Guitar history and literature (Music 459A) (2 units)

Guitar pedagogy (Music 459B) (2 units)

Electives in music (3 units)

KEYBOARD CONCENTRATION (70 UNITS)

Second Language Graduation Requirement

Since the Keyboard Concentration within the Bachelor of Music is a high-unit program, majors in this concentration are exempt from the Second Language Graduation Requirement.

Core Requirements for the Bachelor of Music (38 units)

Music theory (Music 109, 111, 112, 121, 122, 211, 221, 319, 320) (16 units)

Music history and literature (Music 151; 351A,B,C) (11 units)

Principal performance area (applied music) (6 units)

Major performance ensemble (Music 406) (4 units) *

Recital (Music 498) (1 unit)

Additional Requirements (32 units)

Music theory (two courses from Music 418, 420, 422) (4-5 units)

Music history and literature (Music 454A,B) (4 units)

Conducting (Music 382A or 383A) (2 units)

Recital (Music 398) (1 unit)

Principal performance area (applied music) (6 units)

Chamber music (Music 407D,E,M,Y and/or 408B,G,K, S,W,X) (3 units)

Piano-Vocal Collaboration (Music 386) (1 unit)

Pedagogy (Music 467A,B, C) (6 units)

Harpsichord or organ class (Music 372 or 373) (1 unit)

Electives in music (3-4 units)

VOICE CONCENTRATION (70 UNITS)

Core Requirements for the Bachelor of Music (38 units)

Music theory (Music 109, 111, 112, 121, 122, 211, 221, 319, 320) (16 units)

Music history and literature (Music 151; 351A,B, C) (11 units)

Principal performance area (applied music) (6 units)

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*Required for all music majors every semester of residence. (See "Introduction," item 6.)

Major performance ensemble (Music 406) (4 units)*

Recital (Music 498) (1 unit)

Additional Requirements (32 units)

Music theory (Music 316, 422) (4 units)

Music history and literature (Music 456; 457A,B; 462) (10 units)

Recital (Music 398) (1 unit)

Principal performance area (applied music) (6 units)

Opera Theatre (Music 406D) (2 units)

Diction (Music 380A,B,C) (3 units)

Conducting (Music 383A) (2 units)

Pedagogy (Music 468) (2 units)

Electives in music (2 units)

Allied Requirement for Voice Concentration

Even though students in the Voice Concentration are exempt from the Second Language Graduation Requirement, they must demonstrate proficiency in two foreign languages (to be chosen from French, German, and Italian), each to be satisfied by one of the following:

a. four years' study of foreign language at the secondary school level, or

b. passing an examination given by the Department of Modern Languages and Literatures, or

c. completing the second semester of the beginning university sequence of a foreign language.

ACCOMPANYING CONCENTRATION (70 UNITS)

Second Language Graduation Requirement

Since the Accompanying Concentration within the Bachelor of Music is a high-unit program, majors in this concentration are exempt from the Second Language Graduation Requirement.

Core Requirements for the Bachelor of Music (38 units)

Music theory (Music 109, 111, 112, 121, 122, 211, 221, 319, 320) (16 units)

Music history and literature (Music 151; 351A,B,C) (11 units)

Principal performance area (applied music) (6 units)

Major performance ensemble (Music 406) (4 units)*

Recital (Music 498) (1 unit)

Additional Requirements (32 units)

Music theory (Music 316, 418, 422) (6 units)

Music history and literature (Music 457A) (2 units)

Principal performance area (applied music) (5 units)

Chamber music (Music 408B,G,K,S,W,X) (2 units)

Harpsichord class (Music 372) (1 unit)

Organ class (Music 373) (1 unit)

Functional skills (Music 285) (2 units)

Piano-Vocal Collaboration (Music 386) (2 units)

Conducting (Music 383A) (2 units)

Diction (Music 380A,B,C) (3 units)

Recitals (Music 398, 498) (2 units)

Electives in music (4 units)

Note: Two 498 recitals are required. The other is listed under "Core Requirements."

JAZZ AND COMMERCIAL MUSIC CONCENTRATION

Second Language Graduation Requirement

Since the Jazz and Commercial Concentration within the Bachelor of Music is a high-unit program, majors in this concentration are exempt from the Second Language Graduation Requirement.

Instrumental Emphasis (70 units)

Core Requirements for the Bachelor of Music (38 units)

Music theory (Music 109, 111, 112, 121, 122, 211, 221, 319, 320) (16 units)

Music history and literature (Music 151; 351A,B,C) (11 units)

Principal performance area (applied music) (6 units)*

Major performance ensemble (Music 406) (4 units)*

Recital (Music 398) (classical and jazz in content) (1 unit)

Additional Requirements (32 units)

World Music (Music 462) (3 units)

Jazz Harmony and Analysis (Music 213) (2 units)

Commercial Arranging (Music 312) (2 units)

Jazz History (Music 451) (3 units)

Principal Performance area (applied music-jazz) (6 units)

Major Performance Ensemble (Music 406L and/or S)*

Chamber Music Ensemble – Jazz Combos (Music 408J) (1,1,1)

Other Major Performance Ensemble (Music 406) (4 units)

If Piano/Electric Guitar/Electric Bass is the instrument, 2 units of Music 408J may be substituted to fulfill this requirement.

Recital (Music 498-jazz in content) (1 unit)

Three of the following:

Jazz Improvisation (Music 364, 464 (1,1,1)

Jazz/Commercial Keyboard (1 unit)

Electives in Music (5 units)

Strongly encouraged: Music 326 and 469

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*Required for all music majors every semester of residence. (See "Introduction," item 6.)

MINOR IN MUSIC

Students whose majors are in other fields may pursue the minor in music. A maximum of 14 lower-division units may be included in work counted toward the music minor. The minor requires a minimum preparation of 20 units (at least five in residence at CSUF) as follows:

Theory of Music (selected from Music 101, 109, 111, 112, 121, 122, 211, 221, or any 300- or 400-level theory classes for which the student is qualified) (6 units)

Music History and Literature (Music 100; 103; 151; 302; 303; 304; 305; 350; 351A,B,C; 352; 355; or courses at the 400 level for which

the student is qualified) (5-6 units)

Applied Techniques (selected from Music 182; 183; 184A,B; 185A,B; 281B,P,S,W; 282A,B; 283; 284; 326; 426; or any course in ensemble, conducting, piano or voice at the 300 or 400 level for which the student is qualified). Music minors may also elect to take private instruction in applied music (Music 193, 293, 393, 493) through University Extension for an additional fee (8-9 units).

MASTER OF MUSIC AND MASTER OF ARTS IN MUSIC

Two graduate degrees in music are offered in the Department of Music: the Master of Music and the Master of Arts in Music. Each degree seeks to serve a special group of graduate students. For those who intend to pursue advanced degrees beyond the master's level, the Master of Music normally leads to the D.M.A. The Master of Arts normally leads to the Ph.D.

Admission to Graduate Standing: Conditionally Classified

All applicants admitted into the music program enter in conditionally classified graduate standing. University requirements include:

(a) baccalaureate from an accredited institution;

(b) a grade-point average of at least 2.5 in the last 60 semester units attempted;

(c) good standing at the last college attended; and

(d) for foreign students, a minimum TOEFL score of 560.

Each applicant must also present satisfactory entrance materials according to the area of specialization (performance, composition, music history/literature, education, piano pedagogy), and pass entrance exams in music theory and music history. A student whose audition is unsatisfactory or who fails to meet satisfactorily the entrance exam requirements shall be removed from "conditionally classified" status.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Graduate Standing: Classified

A graduate student may apply for classified graduate standing upon attainment of the following prerequisites: (a) completion of all requirements for conditionally classified standing as described above; (b) an undergraduate major in music (or the equivalent of a major; i.e., 29 undergraduate upper-division units in music appropriate to the student's desired graduate emphasis) according to the student's desired graduate emphasis with a minimum grade-point average of 3.0 in the major; and (c) satisfactory completion of Music 500 Introduction to Graduate Study in Music. One objective of Music 500 is the preparation of a study plan listing all courses required for completion of the degree. This study plan must receive the approval of the Area Coordinator of the student's area of specialization, the Music Department graduate program adviser, and the Associate Vice President of Academic Programs. Opportunity is given to the student to remove any deficiencies in undergraduate-level preparation. Courses taken to satisfy deficiencies usually will not be included on the student's study plan and thus will not count toward the master's degree. Students who do not pass one or more of the entrance examinations shall take and complete specified coursework with a grade of "B" (3.0) or higher or may retake the complete exam at its next administration.

Writing skills will be assessed at entrance using the student's entrance essay and the essay portion of the music history examination. Those who do not initially possess the expected proficiency will be required to achieve it before taking Music 500. This may include taking appropriate coursework stipulated by the Music Department. Writing proficiency will be assessed further in Music 500. Students whose writing is inadequate in Music 500 will have to independently improve their skill to a satisfactory level before classification. Completion of Music 500 with a minimum grade of "B" (3.0) satisfies the writing proficiency requirement. Prospective students must also pass entrance requirements in music theory and music history.

The music theory requirement must be met by passing the entrance examination. The music history requirement must be met by passing the entrance examination. The music history requirement must be satisfied before a student may take any 500-level music history seminar.

Master of Music

The Master of Music provides an avenue of graduate study for the highly creative composer or for the superior performer in a program tailored to each student's demonstrated talent and to each student's professional development. Applicants must have completed either a Bachelor of Music degree in performance or composition or show evidence of equivalent rigorous training. For the entrance audition, applicants in performance must demonstrate proficiency equivalent to the 400 level, the level expected of a performance major in the Bachelor of Music program at the time of the senior recital; composition applicants must submit a portfolio of scores for examination by the theory-composition faculty. For admission to the programs in choral or instrumental conducting, applicants must show evidence of substantial conducting course work at the undergraduate level plus practical experience. Further, to audition for entrance into the program, each choral applicant must demonstrate conducting proficiency with a mixed chorus and each instrumental applicant must demonstrate conducting proficiency with a band or orchestra. Under exceptional circumstances, a videotape may be substituted for the live audition.

Study Plan

The Master of Music degree program requires a minimum of 30 units of graduate study in music, at least half of which must be in 500-level courses. Music 500 Introduction to Graduate Study in Music must be taken within the first nine units. Students may choose to perform one or two recitals; those choosing one recital will also write a corollary essay. Under certain circumstances, and with departmental approval, a thesis may be substituted for the recital and written project.

Master of Arts in Music

Three options are offered in this degree program: Option I in music history and literature, Option II in music education, and Option III in piano pedagogy. Both options provide for breadth of advanced study as well as an area of specialization. The degree is for students preparing for college teaching careers in music history and music education, or for teachers and supervisors of music at the elementary or secondary level. For the entrance audition in history and literature, applicants must submit an example of a previously written research paper on a

musical subject. Applicants to the program in music education and to the program in piano pedagogy must submit a 30-minute tape demonstrating their teaching technique in a classroom situation, plus additional written materials.

Study Plan

The Master of Arts degree program requires a minimum of 30 units of graduate study, no more than nine of which may be outside the field of music and at least half of which must be in 500-level courses in the major.

Option I in music history and literature requires (a) reading ability in a foreign language, preferably German or French, prior to advancement to candidacy, and (b) a thesis. Students in Option II, music education, shall complete a thesis or a project. Students in Option III, piano pedagogy, shall complete a project, including a recital and a written essay.

Eight semester units are common to Options II and III (Music 500, 3 units; Music 406-408, 2 units; and Music 552-555, 3 units). Music 500, Introduction to Graduate Study in Music, must be included within the first nine units taken as a graduate student under both options.

For further details or advisement, consult the Department of Music graduate program adviser.

MUSIC COURSES

Courses are designated as MUS in the class schedule.

100 Introduction to Music (3)

Musical enjoyment and understanding through a general survey of musical literature representative of a variety of styles and performance media. Music will be related to other arts through lectures, recordings, and concerts. For non-music majors.

101 Music Theory for Non-Music Majors (3)

Basic theory and practical applications to improve music performance and listening skills. Includes sightsinging and relationship to keyboard and simple melodic instruments. For non-music majors.

102 Introduction to American Folk Music (3)

The study of American folk music, by both region and period. Instructional strategies include lecture, reading, and listening assignments, and various audio-visual materials. No previous musical experience required.

109 Beginning Aural Musicianship (2)

Music majors only. The first of four required courses for music majors in the development of the musicianship skills of sightsinging, rhythm, dictation, notation, and music fundamentals.

111 Diatonic Harmony (2)

Includes scales and intervals, triads and their inversions, harmonizations, non-harmonic tones, modulation, and seventh chords. Co-enrollment in the corresponding section of Music 121 is required for music majors and is recommended for others.

112 Diatonic Harmony (2)

Includes scales and intervals, triads and their inversions, harmonizations, non-harmonic tones, modulation, and seventh chords. Co-enrollment in the corresponding section of Music 122 is required for music majors and is recommended for others.

121 Musicianship II – Diatonic (1)

Application of materials in Music 111. Activity to include sightsinging, dictation, and keyboard exercises. (2 hours activity)

122 Musicianship III – Diatonic (1)

Application of materials in Music 112. Activity to include sightsinging, dictation, and keyboard exercises. (2 hours activity)

151 Survey of Western Musical Literature (2)

For music majors and minors only. Literature of music in Western civilization. Students should be able to read music in order to analyze form and style.

182 Piano Class for Music Majors (2)

Prerequisite: Music majors only. Keyboard skills for students whose major performance instrument is not piano. (3 hours activity)

183 Voice Class for Non-Music Majors (1)

Prerequisite: consent of instructor. Elementary singing and musicianship techniques. Recommended for non-majors who wish to participate in a CSUF choral ensemble or for students who wish to apply for music major status. May be repeated for credit. (2 hours activity)

184A Piano Class for Non-Music Majors (1)

Beginning and elementary piano skills for the non-music major. (2 hours activity)

184B Piano Class for Non-Music Majors (1)

Prerequisite: Music 184A or consent of instructor. Continuation of 184A. (2 hours activity)

185A Guitar Class for Non-Music Majors (1)

Beginning and elementary classical guitar techniques for the non-music major. May be repeated for credit. (2 hours activity)

185B Guitar for Non-Music Majors (1)

Prerequisite: Music 185A or consent of the instructor. Elementary classical guitar techniques for the non-music major. Continuation of Music 185A. May be repeated for credit. (2 hours activity)

193 Individual Instruction (1-2)

Prerequisite: jury recommendation. Individual study with approved instructor. Emphasis on technique and repertoire. Music majors must register for a minimum of one unit per semester. Performance majors approved by jury recommendation should register for two units per semester. Jury examination required. May be repeated for credit.

196 Student-to-Student Tutorials (1-3)

Prerequisites: a 3.0 or higher grade-point average and/or consent of instructor and simultaneous enrollment in the course or previous enrollment in a similar course or its equivalent. Consult "University Curricula" in this catalog for a more complete course description.

211 Chromatic Harmony (2)

Prerequisite: Music 112. Continuation of Music 111, 112. The chromatic practice of the 19th century. Secondary dominants; ninth, eleventh and thirteenth chords; sequence; Neapolitan and augmented sixth chords. Co-enrollment in Music 221 is required for music majors and is recommended for others.

213 Jazz Harmony and Analysis (2)

Prerequisite: Music 264. Prerequisite or Corequisite: Music 221. Provides the student with tools to understand the principles of jazz harmony and form. Includes description of chords including 7th, 9th, 13th chords, altered chords, modulation as found in jazz music, and modules.

221 Musicianship IV Chromatic (1)

Application of materials in Music 211. Activity to include sight-singing, dictation, and keyboard exercises. (2 hours activity)

264 Jazz Improvisation I (1)

Prerequisites: Music 111, 112. Ability on a standard jazz instrument, or consent of instructor. Application of scales and their relationship to chords. Includes modes, jazz rhythmic phrasing, blues progressions, and cycle of dominant seventh chords. Basic jazz keyboard drills and ear training are involved. (2 hours activity)

281B Orchestral Instruments / Brass Instruments (1)

Techniques and materials for teaching orchestral instruments. Required for music education emphasis. (3 hours activity)

281P Orchestral Instruments / Percussion Instruments (1)

Techniques and materials for teaching orchestral instruments. Required for music education emphasis. (3 hours activity)

281S Orchestral Instruments / String Instruments (1)

Techniques and materials for teaching orchestral instruments. Required for music education emphasis. (3 hours activity)

281W Orchestral Instruments / Woodwind Instruments (1)

Techniques and materials for teaching orchestral instruments. Required for music education emphasis. (3 hours activity)

282A Piano Class for Music Majors (2)

Prerequisite: Music 182 with a grade of "C" (2.0) or better, or consent of instructor. Keyboard skills for students whose major performance field is not piano. (1 hour lecture, hours activity)

282B Piano Class for Music Majors (2)

Prerequisite: Music 282A with a grade of "C" (2.0) or better, or consent of instructor. Keyboard skills for students whose major performance field is not piano. Meets minimum piano proficiency requirements for degree. (3 hours activity)

283 Voice Class for Instrumentalists (1)

Prerequisite: teaching credential candidate or consent of instructor. Vocal skills for students whose major performance field is not voice. Prepares music education students to work with young singers in group settings by understanding their own vocal problems and the solutions in a variety of vocal styles. Satisfies voice-proficiency requirement for music credential candidates. (2 hours activity)

284 Instrument Class for Singers, Pianists, and Guitarists (1)

Instrumental skills for music majors and minors other than Instrumental Music Education. Prepares Choral and General-Music music-education students to work with beginning instruments in group settings. Includes study of ranges, transpositions, and techniques of various orchestral instruments. (3 hours activity)

285 Functional Skills for Keyboard Majors (Formerly 385K) (2)

Development of the ability to sight-read, harmonize, transpose, and improvise. (4 hours activity)

293 Individual Instruction (1-2)

(See Music 193)

300 Music of the Beatles (3)

Prerequisites: Completion of General Education Category III.B.1. Study of the Beatles' cultural impact on 20th-century popular music. Analysis of their musical structures, lyric styles, production techniques and creative processes. Examination of their stylistic evolution from standardized popular music performers into a defining influence on popular music.

302 History of Jazz (3)

Prerequisite: completion of General Education Category III.B.1. Historical study of jazz music in America, along with its antecedents; chronological development and stylistic evolution with consideration of related trends. Emphasis on listening, reading and written work. Intended for non-music majors. May not be used as a music-major elective.

303 World Music (3)

Prerequisite: completion of General Education Category III.B.1. An investigation of the art, folk, and popular music of selected world areas; topics vary according to semester and are chosen from Latin American, North American, Asian, African, and European cultures and traditions. Emphasis on listening, reading and written work. Intended for non-music majors. May not be used as a music-major elective.

304 Music of Mexico (3)

Prerequisite: completion of General Education Category III.B.1. Historical survey of folk, popular, and art music traditions of Mexico and music in Mexican American/Chicano society, with coverage of pre-Cortesian and contemporary indigenous musical practices; focus on the relationship of music to Mexican history and culture. Emphasis on listening, reading and written work. Intended for non-music majors. May be used as a music-major elective. (Same as Chicana/o 304)

305 Women in Music (3)

Prerequisite: completion of General Education Category III.B.1. A study of the contributions women have made as composers and performers, and as musical patrons, as well as the historical limitations to which women musicians have been subject. Emphasis on listening, reading and written work. Intended for non-music majors. May be used as a music-major elective.

307 History of Rock Music (Formerly 103) (2)

Prerequisite: completion of General Education Category III.B.1. History of American and British rock and popular music and their place in society; begins with the study of the roots of American popular music. Emphasis on listening, reading and written work. Intended for non-music majors. May be used as a music-major elective.

312 Commercial Arranging (2)

Prerequisite: Music 211. Harmonic practices in commercial music; stage band and jazz writing techniques. (May be repeated once for credit).

314A Special Projects in Commercial Music (2)

Prerequisite: Music 312 or consent of instructor. Three- and four-part voice accompaniment; planning and executing the multi-chorus, small-group arrangement.

314B Special Projects in Commercial Music (2)

Prerequisite: Music 314A or consent of instructor. Introduction to harmonic substitutions; planning and executing arrangements for larger groups of instruments.

316 16th-Century Counterpoint (2)

Prerequisite: Music 211. Sixteenth-century counterpoint in two, three and four parts, covering motet, canon, double counterpoint.

319 Form and Analysis (3)

Prerequisite: Music 211. Analysis of structural elements of music such as motive, phrase, and period: binary, ternary, rondo, sonata allegro, and larger musical forms in representative musical works.

320 20th-Century Techniques to 1945 (2)

Prerequisite: Music 211. Compositional practices from 1890 to 1945; emphasis on written examples in the various styles. Includes sight singing, keyboard practice, and dictation. (1 hour lecture, 2 hours activity)

323 Orchestration (2)

Prerequisites: Music 319 and 320 or consent of instructor. Writing and analysis of orchestral music.

326 Introduction to Music Technology (2)

Prerequisites: music major and Music 211. Introduction to the theory and use of computer software for sound design and music production. Demonstrations and assignments dealing with techniques for creating music in the digital domain.

333 Music and Child Development (3)

Prerequisites: Music 101 or equivalent; junior or senior standing. The relationship of music to child growth and development for the child from 5 to 12. Survey of age-appropriate music materials.

350 Music in Our Society (3)

Prerequisite: completion of General Education Category III.B.1. Music in its relationship to American culture and society. Adopts a sociological approach through the study of musical repertoires and concert life, as well as audience participation in musical consumption. Emphasis on listening, reading and written work. Intended for non-music majors. May not be used as a music-major elective.

351A History and Literature of Western Music (3)

Prerequisites: Music 112 and 151. A study of the history and literature of European music from early Greek beginnings through the Renaissance. Emphasis on listening, reading and written work. Intended for music majors.

351B History and Literature of Western Music (3)

Prerequisite: Music 112, 151 and 351A. A study of the history and literature of European music of the Baroque and Classic eras. A grade of "C" (2.0) or higher fulfills the course requirement of the university upper-division baccalaureate writing requirement for music majors. Emphasis on listening, reading and written work. Intended for music majors.

351C History and Literature of Western Music (3)

Prerequisite: Music 112; 151; 351A,B. A study of the history and literature of European and American music from the Romantic era to the present. Intended for music majors.

353 Public-School Instrumental Music Materials (2)

Prerequisite: Music 382A or concurrent enrollment. The study of instrumental-music materials, repertoire, programming, and curriculum for public-school instrumental-music ensembles. Topics include solo, chamber, and large-ensemble repertoire.

354 Survey of Public School Choral Music Materials (2)

Prerequisite: Music 383A. Examination and analysis of choral repertoire suitable for junior and senior high choruses.

355 Film Music (3)

Prerequisite: completion of General Education Category III.B.1. A historical survey of the use of music in motion pictures. Analysis and examination of film scores. Emphasis on listening, reading and written work. Intended for non-music majors. May be used as a music-major elective.

356 Afro-American Music Appreciation (3)

(Same as Afro-Ethnic Studies 356)

357 Blacks in the Performing Arts (3)

(Same as Afro-Ethnic Studies 357 and Theatre 357)

364 Jazz Improvisation II (1)

Prerequisite: Music 213 or consent of instructor. Continuation of modal patterns and jazz rhythms for improvisation. Explores melodic construction in improvisation. Emphasis on playing II-V-I progressions in major and minor keys. Includes form, stylistic analysis, and ear training.

365G Guitar Performance Workshop (1)

Prerequisite: consent of instructor. Weekly workshop performances by students, faculty, and guests. Recommended for guitar majors each semester. May be repeated for credit.

365I Instrumental Workshop (1)

Prerequisite: consent of instructor. Weekly workshop performances by students, faculty, and guests. Recommended for instrumental majors each semester. May be repeated for credit.

365K Keyboard Workshop (1)

Weekly workshop performances by students, faculty, and guests. Recommended for keyboard majors each semester. May be repeated for credit.

365S String Workshop (1)

Prerequisite: consent of instructor. Weekly workshop performances by students, faculty, and guests. Recommended for string majors each semester. May be repeated for credit.

365V Vocal Workshop (1)

Corequisite: enrollment in applied vocal study or consent of Vocal Area Coordinator. Techniques of artistic performance explored through classroom demonstrations, master classes, and recitals on and off campus. Additional recital and performance attendance required. Course may be repeated for credit.

372 Harpsichord Class for Music Majors (1)

Prerequisite: 300 jury level in piano or organ, or consent of instructor. The harpsichord as an instrument, the application of Baroque stylistic characteristics, and training in the rudiments of continuo playing in ensemble with voices and instruments. (2 hours activity)

373 Organ Class for Music Majors (1)

Prerequisite: 300 jury level in piano or consent of instructor. The organ as an instrument, the playing techniques, and repertoire. The differences between piano and organ techniques. (2 hours activity)

380A Diction for Singers (English and Italian) (1)

Prerequisite: sophomore standing and music major status and consent of instructor. Introduces the International Phonetic Alphabet as the fundamental tool for improvement of singing diction. Refinement of English and Italian diction through group, individual exercises. Not a substitute for formal foreign-language study.

380B Diction for Singers (German) (1)

Prerequisite: Music 380A. Problems of basic phonetics in German as applied to singing diction. Continued study of the International Phonetic Alphabet with oral and written exercises. Not a substitute for formal foreign-language study; prior study of German recommended.

380C Diction for Singers (French) (1)

Prerequisite: Music 380A. Problems of basic phonetics in French as applied to singing diction. Continued study of the International Phonetic Alphabet with oral and written exercises. Not a substitute for formal foreign-language study; prior study of French recommended.

382A Instrumental Conducting (2)

Prerequisites: two courses from Music 284; 281B,P,S,W; or consent of instructor. Principles, techniques, and methods of conducting orchestral and band groups. (4 hours activity)

382B Instrumental Conducting (2)

Prerequisites: two courses from Music 284; 281B,P,S,W; or consent of instructor. Continuation of 382A, including laboratory experience in conducting instrumental groups, using standard instrumental literature. (4 hours activity)

383A Choral Conducting (2)

Prerequisite: one semester of voice class or consent of instructor. Principles, techniques, and methods of conducting choral groups. (4 hours activity).

383B Choral Conducting (2)

Prerequisite: Music 383A plus one semester of voice class or consent of instructor. Continuation of 383A including laboratory work with class and vocal ensembles, using standard choral repertoire. (4 hours activity)

384 Jazz/Commercial Keyboard (1)

Prerequisite: Pass Piano Proficiency or Music 282B. Provides the student skills to play the underlying harmonies and keyboard voicings found in jazz and popular music.

385G Guitar Fingerboard Skills (2)

Prerequisite: upper-division guitar standing or consent of the instructor. Development of comprehensive understanding of the guitar fingerboard, with emphasis on scales, intervals, chord formation, harmonic progressions, and sight-reading.

386 Piano-Vocal Collaboration (1)

Prerequisite: 300 level in performance and consent of instructor. Collaborative skills for pianists and vocalists, with representative examples from standard teaching literature for voice and piano. Classroom performances, outside rehearsals, listening and recital attendance required. May be repeated for credit. (2 hours activity)

393 Individual Instruction (1-2)

(See Music 193.)

395 Internship and Professional Experience (1-3)

Fieldwork in music under supervision of resident faculty and professionals in the field. Requires minimum six hours fieldwork per week for each unit credit. May be repeated for credit to a maximum of six units. Open to all music students by consent of instructor.

398 Recital (1)

Prerequisites: 300 jury level in the principal performance area and consent of instructor. Co-requisite. Enrollment in Music 365 I, S, G, K or V. Preparation and presentation of representative works in the principal performance area. In the semester of recital presentation, Music 398 will substitute for one unit of 393.

406A Major Performance Ensemble/Symphony Orchestra (Formerly 361A) (1)

Prerequisite: audition or consent of instructor. Study and performance of standard and contemporary music literature. Public concerts on campus and in the community each semester. A concert tour may be included by some groups. Required of music majors every semester of residence. (More than 3 hours major production) May be repeated for credit.

406C Major Performance Ensemble/Symphonic Band (Formerly 361C) (1)

Prerequisite: consent of instructor. Study and performance of standard and contemporary music literature. Public concerts on campus and in the community each semester. A concert tour may be included by some groups. Required of music majors every semester of residence. (More than 3 hours major production) May be repeated for credit.

406D Major Performance Ensemble/Opera Theatre (Formerly 361D) (1)

Prerequisite: audition and consent of instructor. Course explores the musical, dramatic and language techniques of music theatre. Assignments made according to casting requirements. Public performances of scenes, programs or complete operas. May be repeated for credit. Open to majors and non-majors.

406E Major Performance Ensemble/University Singers (Formerly 361E) (1)

Prerequisite: audition. Study and performance of standard and contemporary music literature. Public concerts on campus and in the community each semester. A concert tour may be included by some groups. Required of music majors every semester of residence. (More than 3 hours major production) May be repeated for credit.

406F Major Performance Ensemble/University Wind Ensemble (Formerly 361F) (1)

Prerequisite: advanced wind and percussion students accepted by audition. Study and performance of standard and contemporary music literature. Public concerts on campus and in the community each semester. A concert tour may be included by some groups. Required of music majors every semester of residence. (More than 3 hours major production) May be repeated for credit.

406H Major Performance Ensemble/Musical Theatre Orchestra (Formerly 361H) (1)

Prerequisite: permission of instructor. Performance in the orchestra for collaborative Music Department/Theatre Department productions. Includes musical preparation, joint rehearsal preparation with the Theatre Department, and performances. Does not satisfy the Music Department major performance ensemble requirement. May be repeated for credit.

406L Major Performance Ensemble/Jazz Ensemble I (Formerly 361L) (1)

Prerequisite: audition and consent of instructor. Numerous public performances on campus and in the community. Open to non-music majors by audition. May be repeated for credit.

406M Major Performance Ensemble/Men's Chorus (Formerly 361M) (1)

Prerequisite: audition. This course enables students to learn and perform a wide variety of high-quality choral literature written especially for men's voices. Students also gain improved competence in sight singing, musicianship, and vocal skills. Open to both music majors and non-music majors. Course may be repeated for credit.

406S Major Performance Ensemble/Jazz Ensemble II (Formerly 361S) (1)

Prerequisite: audition and consent of instructor. (For those who do not qualify by audition for 406L.) Jazz and jazz-rock ensemble; public performance each semester. Open to non-music majors by audition. May be repeated for credit.

406W Major Performance Ensemble/Women's Choir (Formerly 361W) (1)

Prerequisite: consent of instructor. Students will learn and perform a wide variety of high-quality choral literature written especially for women's voices, while improving competence in sight singing, musicianship, and vocal skills. May be repeated for credit.

407C Cello Choir (Formerly 362C) (1)

Course is open to cellists by audition. This ensemble will rehearse, study, and perform literature written or arranged for various groups of cellos. The course will combine rehearsals, sectionals, workshops, master classes, and joint concerts with guest artists/conductors. Course may be repeated for credit.

407D Percussion Ensemble (Formerly 362D) (1)

Prerequisite: consent of instructor. Study and performance of music written for the percussion ensemble. May be repeated for credit. (2 hours activity)

407E Brass Ensemble (Formerly 362E) (1)

Prerequisite: consent of instructor. Study and performance of music written for large brass choir/ensemble. May be repeated for credit. (2 hours activity)

407G Guitar Orchestra (Formerly 362G) (1)

Prerequisite: Music 109 or equivalent, plus consent of instructor. Numerous public performances, on and off campus, of written music for large ensemble of classical guitars. May be repeated for credit. (2 hours activity.)

407M Horn Ensemble (Formerly 362M) (1)

Prerequisite: consent of instructor. Study and performance of music written for French horn ensemble with emphasis on the solution of various problems relating to multiple horn literature.

407V Jazz Singers (Formerly 362V) (1)

Prerequisite: audition. This course is intended to facilitate student's development of musical leadership in areas not covered elsewhere in the music curriculum, including show/jazz choirs, musical theatre, and barbershop/Sweet Adelines ensembles.

407Y Diverse Instrument Ensemble (Formerly 362Y) (1)

Prerequisite: audition. An ensemble of diverse instruments and voices. Performs a wide range of repertoire for indeterminate instrumentation, as well as arrangements and transcriptions of music from the Middle Ages to the present. Open to all performance areas, including electric as well as acoustical instruments. Course may be repeated for credit.

408B Chamber Music Ensemble/Brass (Formerly 363B) (1)

Open to all qualified wind, string, or keyboard students. Ensembles will study, read and perform representative chamber literature of all periods. May be repeated for credit. (2 hours activity)

408G Chamber Music Ensemble/Guitar (Formerly 363G) (1)

Open to all qualified wind, string, or keyboard students. Ensembles will study, read and perform representative chamber literature of all periods. May be repeated for credit. (2 hours activity)

408J Chamber Music Ensemble/Jazz Combo (Formerly 363J) (1)

Open to all qualified wind, string, or keyboard students. Ensembles will study, read and perform representative chamber literature of all periods. May be repeated for credit. (2 hours activity)

408K Chamber Music Ensemble/Keyboard (Formerly 363K) (1)

Open to all qualified wind, string, or keyboard students. Ensembles will study, read and perform representative chamber literature of all periods. May be repeated for credit. (2 hours activity)

408S Chamber Music Ensemble/Strings (Formerly 363S) (1)

Open to all qualified wind, string, or keyboard students. Ensembles will study, read and perform representative chamber literature of all periods. Section 1: Woodwind Quintets. Section 2: Small, Mixed Ensembles. May be repeated for credit. (2 hours activity)

408V Chamber Choir (Formerly 363V) (1)

Prerequisites: Music 406E, M or W, and consent of instructor. Singers and student directors will study, read, and perform representative choral chamber literature of all periods. May be repeated for credit. (2 hours activity)

408W Chamber Music Ensembles/Woodwind (Formerly 363W) (1)

Open to all qualified wind, string, or keyboard students. Ensembles will study, read and perform representative chamber literature of all periods. Section 1: Woodwind Quintets, Section 2: Small, Mixed Ensembles. May be repeated for credit. (2 hours activity)

408X Chamber Music Ensemble/Saxophone (Formerly 363X) (1)

Open to all qualified wind, string, or keyboard students. Ensembles will study, read and perform representative chamber literature of all periods. May be repeated for credit. (2 hours activity)

411 Survey of Music Theory (3)

Prerequisites: completion of all lower-division theory requirements, and at least senior standing or equivalent. An examination of the theoretical basis of music from 1500 to the present through analysis, readings, and discussion. Intended primarily for graduate and post-baccalaureate students. Fulfills graduate entrance examination requirement in music theory. May not be applied to a graduate study plan.

418 18th-Century Counterpoint (2)

Prerequisite: Music 211. Eighteenth-century counterpoint in two, three, and four parts, covering invention, canon, double and triple counterpoint, and fugue.

419 Advanced Form and Analysis (3)

Continuation of Music 319; larger musical works.

420 Compositional Techniques since 1945 (3)

Prerequisites: Music 320, 351C, or consent of instructor.

422 Composition (2)

Prerequisites: Music 316, 319, and 320 or consent of instructor. Composition of smaller forms in various contemporary styles.

426 Applications of Music Technology (2)

Prerequisite: Music 326. Continuing supervised laboratory experimentation with equipment, concepts, and techniques encountered in Music 326. Students pursue individual assignments based on experience, ability, and interest. May be repeated for credit.

433 Music in Early Childhood (3)

Prerequisite: junior, senior, post-baccalaureate, or graduate standing. Songs, creative activities, and materials for teaching music in early childhood education. Teaching-learning strategies.

444 Survey of Marching Bands (2)

Prerequisite: consent of instructor. Techniques, materials, administration for marching band. Charting for field shows and parade activities.

450 History of Musical Style (3)

Prerequisites: Music 351A,B,C, or equivalent, or consent of instructor. Intensive review of the principal musical styles in Western music. Intended primarily for graduate and post-baccalaureate students. Fulfills graduate entrance examination requirement in music history. May not be applied to a graduate study plan.

451 Jazz History and Style (3)

Prerequisites: Music 211; 351A,B. Study of the history and literature of jazz music including African roots, developments and aspects of style periods, and the contemporary state of jazz. Intended for music majors. Activities include listening, analysis, and a term paper.

453A Choral Literature (2)

Prerequisites: Music 351A,B. Study of choral literature from Medieval, Renaissance, and Baroque eras analyzed in historical perspective; investigation of performance practice issues.

453B Choral Literature (2)

Prerequisites: Music 351A,B,C. Study of choral literature from Classic, Romantic and Contemporary eras analyzed in historical perspective; investigation of performance practice issues.

454A Piano Literature (2)

Prerequisites: Music 351A,B,C and upper-division piano standing or consent of instructor. Study of representative styles and schools of piano literature; solo and ensemble repertoire—contrapuntal forms, sonatas, and variations.

454B Piano Literature (2)

Prerequisites: Music 351A,B,C and upper-division piano standing or consent of instructor. Study of representative styles and schools of piano literature; solo and ensemble repertoire—character pieces, fantasies, suites, and etudes.

456 Opera Literature (3)

Prerequisite: Music 351A,B,C. A survey of operatic literature and performance practices from the Baroque period through the present. Stylistic and historical considerations of selected works examined in detail..

457A Song Literature (2)

Prerequisite: Music 319; 351A,B,C, or consent of instructor. Open to all music majors. A study of German Lieder with representative examples of periods and styles. Historical contexts, poetry and compositional techniques. Prior study of German recommended.

457B Song Literature (2)

Prerequisite: Music 319; 351A,B,C, or consent of instructor. Open to all music majors. A study of French mélodie with representative examples of periods and styles. Historical contexts, poetry and compositional techniques. Prior study of French language recommended.

458 Symphonic Literature (3)

Prerequisites: Music 351A,B,C. Literature of the symphony orchestra.

459A Guitar Literature (2)

Prerequisite: Music 351A,B,C. A historical survey of the literature for Baroque and classical guitar, lute and vihuela; study of transcriptions for modern guitar.

459B Guitar Pedagogy (2)

Prerequisite: Music 151; 211; 351A,B,C. Upper-division guitar standing or consent of the instructor. Fundamentals of teaching and coaching classical guitar. Materials and methods for individual and group instruction.

462 World Music for Music Majors (3)

Prerequisites: Music 351 A,B,C. An investigation of the art, folk, and popular music of selected world areas; topics vary according to semester and are chosen from Latin American, North American, Asian, African, and European cultures and traditions.

464 Jazz Improvisation III (1)

Prerequisite: Music 364 or consent of instructor. Continuation of Jazz improvisational pedagogy and techniques with an emphasis on performance application. Includes form, stylistic analysis and ear training.

466 Pedagogy Observation and Internshi (1)

Prerequisite: junior-level piano standing or consent of instructor. Co-requisite: 467A,B or C. Observation of and supervised internship in piano teaching. Teaching techniques and development of lesson plans and materials will be included.

467A Piano Pedagogy (2)

Prerequisite: upper-division piano standing or consent of instructor. Materials and methods for beginning and elementary students. Co-enrollment in Music 466 recommended.

467B Piano Pedagogy (2)

Prerequisite: upper-division piano standing or consent of instructor. Materials and methods for intermediate and early advanced students. Co-enrollment in Music 466 recommended.

467C Piano Pedagogy (2)

Prerequisite: upper-division piano standing or consent of instructor. Materials and methods for class piano. Co-enrollment in Music 466 recommended.

468 Vocal Pedagogy (2)

Prerequisite: junior standing, prior or concurrent college-level applied vocal study, and permission of instructor. Physiology, anatomy, and acoustics as they apply to singing; fundamental principles of vocal pedagogy for studio and public school teaching.

469 Jazz Pedagogy (2)

Prerequisite: 300 applied level required; 281B,P,W recommended. Preparation to teach jazz in high schools and colleges. Provides background in administration, preparation, rehearsal and evaluation of the various types of jazz ensembles: big bands, combos, and vocal jazz groups.

477 Piano Pedagogy Practicum (3)

Prerequisites: Music 467A, B, and C. Supervised piano teaching in individual and group learning environments. The following elements will be emphasized: keyboard technique, literature, communication skills, lesson plans, and piano curriculum. May be repeated for credit.

493 Individual Instruction (1-2)

(See Music 193.)

496 Student-to-Student Tutorials (1-3)

Prerequisites: grade-point average of 3.0 and consent of instructor. Previous or concurrent enrollment in the course being tutored or an equivalent course. Consult "Student-to-Student Tutorials" in this catalog for more complete course description.

497 Senior Project (1)

Independent investigation of an area of special interest in music culminating in a research paper, lecture, or lecture-recital.

498 Recital (1)

Prerequisites: 400 jury level in the principal performance area (400 jury level in composition for composition majors) and consent of instructor. Co-requisite: Music 365 K,I,S,G, or V. Preparation and presentation of representative works in the principal performance area. In the semester of recital presentation, Music 498 will substitute for one unit of Music 493.

499 Independent Study (1-3)

A special topic in music selected in consultation with and supervised by the instructor. May be repeated for credit.

500 Introduction to Graduate Study in Music (3)

Required of all music graduate students within the first nine study-plan units. Basic bibliography, literature, and research techniques, as well as other materials useful in graduate study.

524 Seminar in Music Theory (3)

Prerequisite: Music 500. Theoretical subjects (form/style analysis, history of music theory, etc.) to be chosen by instructor. May be repeated for credit.

552 Seminar in Music of the Renaissance (3)

Prerequisites: Music 351A,B,C; Music 500; or equivalent. The forms, styles, and characteristics of music between 1400 and 1600. Analysis of works by representative composers and theoretical writers.

553 Seminar in Music of the Baroque Period (3)

Prerequisites: Music 351A,B,C; Music 500; or equivalent. Musical forms, styles, and performance practices of the Baroque period. Analysis of representative works.

554 Seminar in Music of the Classic Period (3)

Prerequisites: Music 351A,B,C; Music 500; or equivalent. The history and literature of music from approximately 1730 to 1820. Analysis of representative works.

555 Seminar in Music of the Romantic Period (3)

Prerequisites: Music 351A,B,C; Music 500; or equivalent. The structure and development of music in the 19th century. Analysis of representative works.

567 Seminar in Piano Pedagogy (3)

Prerequisites: Music 351A,B,C; Music 500 or equivalent. Graduate-level study of advanced learning theories, musical issues, and pedagogical methods involved in teaching piano through lectures, discussions, and student presentations. Practice teaching required. May be repeated for credit.

570G Seminar in Guitar Literature (3)

Prerequisite: Music 351A,B,C; 500 or equivalent. Advanced study of guitar literature, with performances and analysis by class members and lectures by the instructor. Requirements can be met by performance and/or analysis. Topics include guitar sonatas, guitar concertos, and solo guitar works of Heitor Villa-Lobos. May be repeated for credit.

570P Seminar in Piano Literature (2)

Prerequisite: Music 351A,B,C; 500 or equivalent. Advanced study of piano literature, with performances and analyses by class members and lectures by the instructor. Requirements can be met by performance and/or analysis. May be repeated for credit.

583 Seminar in Advanced Choral Conducting and Interpretation (2)

Prerequisite: Music 383B, 500, conducting experience, or consent of instructor. Choral conducting techniques. Lab work with student groups and concert conducting. May be repeated for credit.

593 Individual Instruction (1-2)

Prerequisite: jury recommendation. Individual instruction with approved instructor. Emphasis on performance techniques and repertoire. May be repeated for credit.

597 Project (1-3)

The culminating experience of all M.M. students and of M.A. Music Education students who so elect. Unit credit depends on the option chosen. Option 1: One public recital with program notes and a corollary essay (3 units); Option 2: Two public recitals with program notes for each (1 unit for the first recital, 2 for the second, total of 3 units); Option 3 (only for M.A. Music Education students who choose not to write a thesis): a significant, written research study. Students in all options must submit an enrollment request form by week one of the preceding semester.

598 Thesis (3)

Individual investigations of specific problems in the area of concentration by candidates for the M.A. degree. Students must submit an enrollment request form by week one of the preceding semester.

599 Independent Graduate Research (1-3)

Prerequisites: Graduate standing in music and consent of instructor. Research and study projects in areas of specialization beyond regularly offered coursework. Oral and/or written reports required. Students must submit an enrollment request form by week one of the preceding semester.

MUSIC EDUCATION COURSES

Courses are designated as MUSE in the class schedule.

295 Clinical Practice in Instrumental/Choral Techniques (1)

Applications of instrumental/choral techniques classes through clinical practice and fieldwork in public and private schools. Co-enrollment in Music 382B or 383B and Ed Sec 310 recommended.

394I Instrumental Music Education Practicum (3)

Prerequisite: Music Ed 295. For music education majors. For majors in music education, instrumental music emphasis. Experience in sequential pedagogy, classroom delivery skills, and concurrent development of management skills, aural discrimination skills, and aural and visual diagnostic skills. (1 hour lecture, 4 hours activity)

394V Vocal Music Education Practicum (3)

Prerequisites: Music Ed 295. For majors in music education, vocal music emphasis. Observation and application of musical concepts and materials, sequential pedagogy, teaching strategies, and classroom delivery and management skills within the context of the vocal music classroom. Special emphasis will be accorded to the pedagogy of sightsinging and error detection skills. (1 hour lecture, 4 hours activity)

395 Clinical Practice in Conducting (2)

Prerequisites: Music Ed 394I or 394V. Clinical practice and field application of concepts, materials, and procedures as applied to field situations, as in public and private schools.

404 Microcomputers and MIDI for School Music Classrooms (3)

Prerequisite: Music Ed 295 or equivalent. Pre-service and in-service music teachers will learn how to use microcomputers and musical instrument digital interface (MIDI) for classroom management and pedagogical purposes. Students will gain experience with software for word processing, database, spreadsheet, music notation, music pedagogy, and MIDI.

442 Principles and Methods of Teaching Music in the Public Schools (3)

Prerequisite: admission to teacher education. History, principles of public education, grades K-12, with emphasis on music. Philosophy, methods, materials, and procedures for organizing and teaching music in elementary and secondary schools. Must be taken concurrently with Secondary Education 440F and 440S. A grade of "B" (2.0) or better is required to receive "credit" in this course.

449E Externship in Secondary Teaching (3)

Prerequisite: Must be taken concurrently with Music Ed 442. For candidates who have declared for the single subject credential in music. See description and prerequisite under Department of Secondary Education.

449I Internship in Secondary Teaching (10)

Prerequisite: For candidates who have declared for the single subject credential in music. See description and prerequisite under Department of Secondary Education.

449S Seminar in Secondary Teaching (3)

Prerequisite: Must be taken concurrently with Music Ed 449I. For candidates who have declared for the single subject credential in music. See description and prerequisites under Department of Secondary Education.

501 Contemporary Music Education (3)

Recent renovations and overview of the history, philosophy, and methodology of the art of teaching music. Trends and applications of educational theory in relation to the teaching of music.

529 Advanced Pedagogy in Music Education (3)

Prerequisite: Music 500. Advanced pedagogical strategies for music teaching and learning, including world approaches to music education (e.g. Kodaly, Suziki, Orff), current music learning theory, and applications from cognitive and developmental psychology. Implications and applications for school music classes and curriculum development.

531 Foundations of Music Education (3)

Philosophical, historical, psychological, and aesthetic bases of music education. Contemporary trends and future directions of music education.

533 Psychology of Music (3)

Contemporary topics merging research and practice in the fields of music teaching and learning theory. Topics include: musical behavior, psycholacoustical parameters of music, perception, affective response, musical memory, learning theory, musical cognition.



Natural Sciences

College of Natural Sciences and Mathematics

PROGRAM COORDINATOR
David Fromson

PROGRAM OFFICE
McCarthy Hall 166

PROGRAM OFFERED
Minor in Natural Sciences

INTRODUCTION

This Minor in Natural Sciences enables students to gain an understanding in several scientific areas and have a more comprehensive appreciation of the natural sciences by taking courses in at least three different science disciplines. This minor offers prospective elementary teachers, as well as majors in other fields such as communications, business, and computer science, a 21-unit (minimum) program that will familiarize them with the most important ideas and problems in the sciences. This minor also meets the requirements for a supplemental credential for prospective elementary teachers.

MINOR IN NATURAL SCIENCES

Lower Division Courses (9-11 units total)

Students choose at least three units from each category listed below: Earth/Astronomical Sciences, Life Science and Physical Sciences. The selection must include an asterisk (*) course from Life Science and a second asterisk (*) course from either Physical Sciences or Earth/Astronomical Sciences. (Note that with the exception of Geological Sci 102, Biology 102 and Physics 102, all asterisk courses have either a required prerequisite or corequisite.)

Earth/Astronomical Sciences
Geological Sci 101 Physical Geology (3)
Geological Sci 101L* Physical Geology Laboratory (1)
Geological Sci 102* Earth and Astronomical Science for Future Elementary Teachers (3)
Physics 120 Introduction to Astronomy (3)

Life Science
Biology 101 Elements of Biology (3)
Biology 101L* Elements of Biology Laboratory (1)
Biology 102* Biology for Future Elementary Teachers (3)

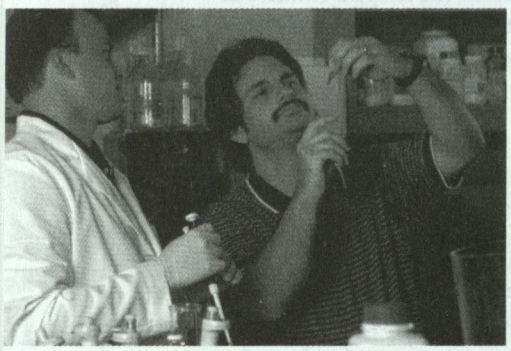
Physical Sciences
Chemistry 100 Survey of Chemistry (3)
Chemistry 100L* Survey of Chemistry Laboratory (1)
Chemistry 115 Introductory General Chemistry (4)
Chemistry 120A* General Chemistry (5)
Physics 101 Survey of Physics (3)
Physics 101L* Survey of Physics Laboratory (1)
Physics 102* Physical Science for Future Elementary Teachers (3)
Physics 211 Elementary Physics (3)
Physics 211L* Elementary Physics: Laboratory (1)

Upper Division Courses (12 units)

Students take at least two units from each of three different departments and programs listed below. The Natural Sciences Minor adviser must approve course selection.

Biological Science

Biology 300 Environmental Biology (3)
Biology 305 Human Heredity and Development (3)
Biology 306 Biology of Aging (3)
Biology 310 Human Physiology (3)
Biology 311 Nutrition and Disease (3)
Biology 318 Wildlife Conservation (3)
Biology 319 Marine Biology (3)
Biology 330 Ecology of American Indians (3)
Biology 352 Plants and Life (3)
Biology 360 Biology of Human Sexuality (3)



Chemistry and Biochemistry

Chemistry 303A,B,C Biotechnology and Society (1 unit each)
Chemistry 311 Nutrition and Disease (3)
Chemistry 313A,B,C Environmental Pollution/Solutions (1 unit each)

Geological Science

Geological Sci 310T Topics in California-Related Geology (1-3 units)
Geological Sci 420 Earth Science for Science Teachers (4)

Physics

Physics 301 Energy and the Environment (3)

Science Education

Science Ed 410 Physical Science Concepts (3)
Science Ed 453 Life Science Concepts (3)

Upper-division courses in the natural sciences not listed above may be included in this minor with the approval of the Minor in Natural Sciences adviser.



Nursing

College of Health and Human Development

DEPARTMENT CHAIR

Paula Herberg

DEPARTMENT OFFICE

Education Classroom Building 199

DEPARTMENT WEBSITE

http://my.fullerton.edu/nursing

PROGRAMS OFFERED

Bachelor of Science in Nursing

Accelerated Associate Degree to Master's Degree Program (ADN to MSN)

Master of Science in Nursing

- Family Nurse Practitioner
- Nurse Anesthetist
- Nursing Administration
- Women's Health Care

FACULTY

Jo-Anne Andre, Arlene Blix, Cheryl Canary, Maryanne Garon, Cindy Greenberg, Barbara Haddard, Paula Herberg, MaryAnn Kelly, Christine Latham, Bennie McConnell, Marsha Orr, Karen Ringl, Elaine Rutkowski, Dana Rutledge, B. J. Snell, Marilyn Smith-Stoner, Dawn Stone, Penny Weismuller

Kaiser Permanente School of Anesthesia Adjunct Faculty:

Michael Boytim, Sass Elisha, John Nagelhout, Rochelle Lethiot, Edward Waters

U.C.I. College of Medicine F.N.P. Adjunct Faculty:

Camille Fitzpatrick, Merry Grasska, Mary Knudtson, Diana Lithgow, Susan McNaney, Suzanne Phillips

INTRODUCTION

The Bachelor of Science in Nursing is designed to provide registered nurses with knowledge, skills, and attitudes necessary for the performance of the professional nursing role and characteristics of the generally educated person. The program prepares a nursing generalist who can provide care within a framework of scientific and professional accountability, and can function independently in a variety of health settings. The program provides students with the necessary foundation for graduate education and specialization and promotes and fosters commitment to lifelong learning for personal and professional growth.

The Master of Science in Nursing provides nurses with the foundation and capability to function independently in a variety of health settings and provide care within a framework of scientific and professional accountability. Both advanced practice nursing and functional options are offered, and students must choose one of these specialty areas. The advanced practice nursing options include client-oriented Nurse Anesthetist, Family Nurse Practitioner, and Women's Health Care concentrations. Within the Women's Health Care concentration, students will choose an emphasis as either a nurse midwife or women's health care nurse practitioner. The functional option includes a Nursing Administration Concentration.

Certified registered nurse anesthetists administer approximately 65 percent of the 26 million cases of anesthetic delivery each year. Family nurse practitioners provide primary health care to family members across the life span, and are sought in a wide variety of settings. Women's health nurse practitioners provide primary ambulatory health care to women across the life span, primarily working in out-patient offices, but also in hospitals, community clinics, and other settings. Nurse Midwives focus on the care of women during pregnancy and on well-woman gynecologic health care across the life span. They work in a variety of outpatient, hospital and community clinic settings. Nurse-midwives provided care to 9.4% of US women giving birth vaginally in 1999. There are many career possibilities for Master of Science in Nursing degree graduates in the community, in medical centers, corporate health care, group practice and other independently owned health care services.

The BSN Program is offered at 13 locations throughout the state of California, in partnership with numerous health care organizations. This innovative approach allows students who would be unable to come to campus access to obtain a BSN degree in a "lock step" cohort model program. For current locations see the Department of Nursing's website.

Student clinical placements in JCAHO or other accredited agencies may require cleared status on background checks. If you have any questions regarding this, please contact the nursing department office at 714 278-3336.

BACHELOR OF SCIENCE IN NURSING

The baccalaureate curriculum offers the registered nurse with an associate degree in nursing (or its equivalent) an upper-division program leading to a bachelor of science degree with a major in nursing. Graduates are eligible for certification as public health nurses in the State of California.

The baccalaureate program is accredited by the National League for Nursing Accreditation Commission (NLNAC), 61 Broadway - Floor 33, New York, New York 10006. (212) 363-5555.

Admission Requirements

1. Meet requirements for admission to the university as a transfer student for the BSN completion program.

Admission Requirements

Applicants seeking admission to the Master of Science in Nursing program must have:

1. A baccalaureate degree in nursing from an accredited institution (including National League of Nursing accreditation).
2. A minimum grade-point average of 2.5 in the last 60 units taken is required by the University.
3. A grade-point average of at least 3.0 on a 4.0 scale in overall undergraduate course work is required by the Department of Nursing. In some concentrations, for GPA deficiencies, students may be allowed to complete other nursing adviser-approved, academic courses that relate to their future concentration option to raise the GPA.
4. Undergraduate upper-division courses in statistics and research with a grade of "C" (2.0) or better are required for admission. Statistics courses with multivariate, inferential, parametric content will be accepted.
5. Current California RN license, malpractice insurance, CPR card (BCLS), medical clearance (PPD or chest X-ray), positive titers for Measles, Mumps, Rubella, Hepatitis B, and Varicella. Valid automobile licensure and insurance are also required.
6. Three letters of reference and a personal written statement of purpose

For those interested in the Nurse Anesthetist concentration, additional requirements include:

1. Minimum of one year of nursing experience in critical care, emergency, or post-anesthesia care.
2. Completion of BCLS, ACLS, and PALS
3. Completion of interviews as requested.

For those interested in the Women's Health Care concentration, additional requirements include:

- Nurse-midwifery specialty - Minimum of 6 months recent clinical nursing experience within labor and delivery or equivalent experience the past 5 years; 1 year experience preferred.
- Nurse Practitioner specialty - Minimum of 1 year recent clinical nursing experience preferably in OB/Gyn nursing.
- Completion of interviews as requested.

Applications for the Family Nurse Practitioner (FNP) concentration have additional requirements as follows:

1. Minimum of three years of clinical nursing experience within the past five years
2. Completion of interviews as requested

Admission Procedures

Each of the MSN concentrations has an information packet describing admissions procedures in detail. These can be accessed via the Nursing website at http://nursing.fullerton.edu. Additional questions may be forwarded to the graduate student advisor at (714) 278-7610 or via nursingadvising@fullerton.edu.

Supplemental information relating to the nurse anesthetist concentration may be accessed at http://www.kpsan.org.

Program Regulations

For graduate-level courses, a grade of "B" (3.0) or better is required to progress in the program. This applies to ALL courses in the graduate curriculum, core, specialty and sub-specialty.

Students will be placed on academic probation if they receive a grade less than a "B" (3.0) for graduate courses. Graduate courses are defined as either a semester-long course or as a 'module' within a semester-long course that has stand alone criteria and evaluation processes. The module courses are represented throughout the nurse anesthesia curriculum. Once a student is placed on academic probation there are two possibilities within the Department of Nursing graduate concentrations:

1. In the nurse anesthesia concentration, students are full time and the curriculum is 'lock-step.' Students are advised when they are accepted into the program that they must complete courses on the time line with their cohort. There is no opportunity for repeating a course within the curriculum. Consequently, if a student who is on academic probation earns a grade that is less than a "B" (3.0), then the student would be dismissed from the concentration and the CSUF nursing program.
2. In the concentrations that are not 'lock-step,' e.g., administration, family and women's health, students have the option of remediation. A course with a grade of "B-minus" (2.7) or less may be repeated once. Students will be advised that their progression of study may be interrupted if the course where the unacceptable grade is received is prerequisite to others that follow. In other words, if 505A is not passed with an acceptable grade, then the student would not be able to proceed to 505B until the 505A course is remediated. Students will need to remediate the next time the course is taught, which may cause a delay, as courses are only taught once each year. This option can only be used once. A student who receives a second unacceptable grade in another course while in the program will be dismissed from the concentration and the CSUF nursing program.

NURSE ANESTHETIST CONCENTRATION

In the Nurse Anesthetist concentration, Cal State Fullerton's Department of Nursing has a strong partnership with the Kaiser Permanente School of Anesthesia. All nurse anesthetist specialty seminars, lectures and lab courses are held at Kaiser Permanente and affiliated clinical sites utilizing state-of-the-art facilities.

The Nurse Anesthetist concentration requires 71 units of full-time study including a project or thesis. Students who may have completed prior equivalent graduate coursework may complete the degree with a minimum of 52 units. Clinical hours are based on competency guidelines from the Kaiser Permanente School of Anesthesia.

Core Requirements (15 units)

Nursing 501 Theoretical Perspectives for Nursing Practice (3)

Nursing 505A Nursing Research & Evaluation for Practice (3)

Nursing 505B Seminar in Nursing Research (3)

Nursing 507 Advanced Decision Making: Nursing Issues Seminar (3)

Nursing 507L Advanced Decision Making: Nursing Issues Lab (3)

Concentration Requirements (52 units)

Nursing 580 Foundations of Nurse Anesthesia Practice (3)

Nursing 581 Clinical Studies in Nurse Anesthesia (3)

Nursing 582 Foundations of Nurse Anesthesia Practice II (4)

Nursing 584 Principles of Nurse Anesthesia Practice I (3)

Nursing 585L Nurse Anesthesia Practicum I (2)

Nursing 586 Principles of Nurse Anesthesia Practice II (3)

Nursing 587L Nurse Anesthesia Practicum II (5)

Nursing 588 Principles of Nurse Anesthesia III (4)

Nursing 589L Nurse Anesthesia Practicum III (7)

Nursing 590 Principles of Nurse Anesthesia Practice IV (4)

Nursing 591L Nurse Anesthesia Practicum IV (7)

Nursing 593L Nurse Anesthesia Practicum V (7)

Thesis/Project Option (4 units)

Nursing 595A,B Thesis/Project Seminar (1,1)

Nursing 597A,B Project (1,1)

OR Nursing 598A,B Thesis (1,1)

Students approved to complete the degree with less than 71 units may, with adviser approval, use the Kaiser Competency Exam in lieu of the Thesis/Project Option.

NURSING ADMINISTRATION CONCENTRATION

The Nursing Administration concentration is held on campus, with community-based mentors contracted to work with students in practicums. In consultation with an advisor, mentors and practicum sites are matched to students' individual interests and goals.

The Nursing Administration concentration requires 42 units including a project or thesis. This concentration is offered on a part-time or full-time schedule basis. Students who may have completed prior equivalent graduate course work may complete the degree with a minimum of 30 units.

Core Requirements (13 units)

Nursing 501 Theoretical Perspectives for Nursing Practice (3)

Nursing 505A Nursing Research & Evaluation for Practice (3)

Nursing 505B Seminar in Nursing Research (3)

Nursing 507 Advanced Decision Making: Nursing Issues Seminar (3)

Nursing 507L Advanced Decision Making: Nursing Issues Lab (1)

Concentration Requirements (22 units)

Nursing 508 Advanced Nursing: Vulnerable Populations (3)

Nursing 508L Advanced Nursing: Vulnerable Populations Lab (1)

Nursing 511 Management of Nursing Services (3)

Nursing 513 Nursing Service Economics (3)

Nursing 514 Nursing Service Administration Practicum I (3)

Nursing 515A,B Nursing Service Administration Practicum II A,B (3,3)

Management 524 Seminar in Organizational Behavior and Administration (3)

Elective (3 units)

One course in an area supportive of the student's area of study is chosen in consultation with the graduate program adviser.

Thesis/Project Option (4 units)

Nursing 595A,B Thesis/Project Seminar (1,1)

Nursing 597A,B Project (1,1)

OR Nursing 598A,B Thesis (1,1)

FAMILY NURSE PRACTITIONER CONCENTRATION

This 64-unit concentration offers an advanced degree in nursing to baccalaureate nurse graduates interested in a career as a family nurse practitioner (FNP). The program is offered in partnership with University of California, Irvine, College of Medicine, Department of Family Medicine, Office of Nursing and Allied Health. Specialty courses are held at UCI and clinical affiliations throughout the region, allowing students to benefit from the knowledge and practical experience of nurse practitioner/educators, nurse midwives, and clinicians. Students who may have completed prior equivalent graduate course work may complete the degree with a minimum of 46 units.

Core Requirements (14 units)

Nursing 501 Theoretical Perspectives for Nursing Practice (3)

Nursing 505A Nursing Research & Evaluation for Practice (3)

Nursing 505B Seminar in Nursing Research (3)

Nursing 507 Advanced Decision Making: Nursing Issues Seminar (3)

Nursing 507L Advanced Decision Making: Nursing Issues Lab (2)

Concentration Requirements (46 units)

Nursing 508 Advanced Nursing: Vulnerable Populations (3)

Nursing 508L Advanced Nursing: Vulnerable Populations Lab (2)

Nursing 540 Advanced Pathophysiology: Clinical Implications for Nurses (2)

Nursing 542 Advanced Health Assessment (2)

Nursing 542L Advanced Health Assessment Lab (1)

Nursing 544 Health Promotion/Disease Prevention (2)

Nursing 545L Advanced Practice Nurse Clinical Practicum I (2)

Nursing 546 Primary Care of Women I: Family Planning/ Gynecology (2)

Nursing 548A Primary Care: Acute Problems I (2)

Nursing 548B Primary Care: Acute Problems II (2)

Nursing 548L Advanced Practice Nurse Clinical Practicum II (3)

Nursing 552 Pharmacology for Advanced Practice Nurses (3)

Nursing 554 Primary Care of Women II: Obstetric Health (2)

Nursing 554L Advanced Practice Nurse Clinical Practicum III (3)

Nursing 558 Primary Care of Pediatric Patients (2)

Nursing 558L Advanced Practice Nurse Clinical Practicum IV (2)

Nursing 560 Primary Care of Adult, Geriatric and Chronic Health Problems (3)

Nursing 560L Advanced Practice Nurse Clinical Practicum V (3)

Nursing 564 Common Procedures in Primary Care (2)

Nursing 568L Advanced Practice Nurse Clinical Practicum VI (3)

Thesis/Project Option (4 units)

Nursing 595A,B Thesis/Project Seminar (1,1)

Nursing 597A,B Project (1,1)

OR Nursing 598A,B Thesis (1,1)

WOMEN'S HEALTH CARE CONCENTRATION

The Women's Health Care concentration has two emphases: Nurse Midwifery and Women's Health Nurse Practitioner. Both emphases require 54 units including a project or thesis. Students who may have completed prior equivalent course work may complete the degree with a minimum of 30 units. The Women's Health Care and the Family Nurse Practitioner concentration share some common advanced practice specialty core courses. In addition, WHC concentration courses are held at CSU, Fullerton and at clinical sites, with nurse midwives and nurse practitioners, throughout the region.

Nurse Midwifery Emphasis

Core Requirements (14 units)

Nursing 501 Theoretical Perspectives for Nursing Practice (3)

Nursing 505A Nursing Research and Evaluation for Practice (3)

Nursing 505B Seminar in Nursing Research (3)

Nursing 507 Advanced Decision Making: Nursing Issues Seminar (3)

Nursing 507L Advanced Decision Making: Nursing Issues Lab (2)

Concentration Requirements (36 units)

Nursing 508 Advanced Nursing: Vulnerable Populations (3)

Nursing 508L Advanced Nursing: Vulnerable Populations Lab (2)

Nursing 540 Advanced Pathophysiology: Clinical Implications for Nurses (2)

Nursing 542 Advanced Health Assessment (2)

Nursing 542L Advance Health Assessment Lab (1)

Nursing 544 Health Promotion/Disease Prevention (2)

Nursing 546 Primary Care of Women I: Family Planning/ Gynecology (2)

Nursing 548A Primary Care: Acute Problems I (2)

Nursing 548L Advanced Practice Nurse Clinical Practicum II (3)

Nursing 552 Pharmacology for Advanced Practice Nurses (3)

Nursing 570 Basic Women's Health Assessment and Management I (2)

Nursing 572 Basic Women's Health Assessment and Management II (2)

Nursing 573A Internship in Basic Midwifery Practice (2)

Nursing 574 Intermediate Women's Health Assessment and Management I (2)

Nursing 576 Intermediate Women's Health Assessment and Management II (2)

Nursing 577A Internship in Intermediate Nurse Midwifery Practice (2)

Nursing 579A Advanced Women's Midwifery Internship (4)

Thesis/Project Option (4 units)

Nursing 595A,B Thesis/Project Seminar (1,1)

Nursing 597A,B Project (1,1)

OR Nursing 598A,B Thesis (1,1)

Women's Health Nurse Practitioner Emphasis

Core Requirements (14 units)

Nursing 501 Theoretical Perspectives for Nursing Practice (3)

Nursing 505A Nursing Research and Evaluation for Practice (3)

Nursing 505B Seminar in Nursing Research (3)

Nursing 507 Advanced Decision Making: Nursing Issues Seminar (3)

Nursing 507L Advanced Decision Making: Nursing Issues Lab (2)

Concentration Requirements (36 units)

Nursing 508 Advanced Nursing: Vulnerable Populations (3)

Nursing 508L Advanced Nursing: Vulnerable Populations Lab (2)

Nursing 540 Advanced Pathophysiology: Clinical Implications for Nurses (2)

Nursing 542 Advanced Health Assessment (2)

Nursing 542L Advance Health Assessment Lab (1)

Nursing 544 Health Promotion/Disease Prevention (2)

Nursing 546 Primary Care of Women I: Family Planning/ Gynecology (2)

Nursing 548A Primary Care: Acute Problems I (2)

Nursing 548L Advanced Practice Nurse Clinical Practicum II (3)

Nursing 552 Pharmacology for Advanced Practice Nurses (3)

Nursing 570 Basic Women's Health Assessment and Management I (2)

Nursing 573B Basic Women's Health Care Practicum (4)

Nursing 574 Intermediate Women's Health Assessment and Management I (2)

Nursing 577B Intermediate Women's Health Care Practicum (3)

Nursing 579B Advanced Women's Health Care Practicum (3)

Thesis/Project Option (4 units)

Nursing 595A,B Thesis/Project Seminar (1,1)

Nursing 597A,B Project (1,1)

OR Nursing 598A,B Thesis (1,1)

NURSING COURSES

Courses are designated as NURS in the class schedule.

Note: All clinical nursing courses for the B.S. in Nursing require (1) admission to the university as a nursing major, (2) current California R.N. licensure, (3) junior or senior standing and (4) consent of instructor. The Department of Nursing application, health care information listed under the "Bachelor of Science in Nursing" text above, and references are also required. Nursing 302 must be taken the first semester of enrollment as a nursing major.

300 Nursing Theories: Basis for Professional Practice (3)

Prerequisite: admission to the B.S. in Nursing. Discussion and comparison of concepts and theories from nursing, humanities, and science with emphasis on their significance to the practice of professional nursing. Includes philosophy and conceptual framework of the nursing program and use of theory in the nursing process.

301 Promotion of Optimal Health (3)

Prerequisites: one course from General Education Category III.A.2 and upper-division standing. Advanced health concepts and practices. Common health problems, causative factors, and methods for prevention. Preventive and promotive health concepts and practices explored, integrating physiological, psychosocial, spiritual, cultural, and environmental factors which inhibit or facilitate optimal health. This is an elective for nursing majors. (Same as Health Science 301)

302 Assessment and Planning for Nursing Scholarship (2)

Required as first course in the baccalaureate nursing program. Comprehensive assessment of personal learning style, social support skills, and cognitive and technical nursing skills of first semester BSN students. Initial development program portfolio, including an individualized learning plan that builds on assessment results and personal learning goals. Internet access required. Letter grade or Credit/No Credit.

303 Women's Health and Healing (3)

Prerequisite: upper-division standing or consent of instructor. Analysis of issues affecting women's health across the lifespan, utilizing literature from many disciplines to provide an integrated approach. Improvement of health care consumerism, feminist understanding, and scholarly inquiry concerning women's health concerns are goals. This is an elective for nursing majors.

305 Professional Nursing I (3)

Corequisite: Nursing 305L. Focuses on professional nursing role, communication theory and principles, and the nursing process. Includes psycho-social concepts relative to health of the individual. Influence of culture, role, social support, and values evaluated. Meets undergraduate writing requirement.

305L Professional Nursing I: Laboratory/Clinical (2)

Corequisite: Nursing 305. Focuses on interaction and socialization into the professional role. Students utilize nursing process with clients exhibiting psycho-social-spiritual-cultural risks to health. Competence in critical thinking, evaluation, and writing is facilitated. Meets undergraduate writing requirement. (6 hours practicum per week)

306 Health and Safety for Early Childhood (3)

Prerequisite: R.N. License, or Child Development 320, or Child/Adolescent Studies 325, or equivalent. Focus on preventive measures for child care professionals to promote safe, healthy environments at home, play, or in group care. Assists individuals who supervise and care for young children to recognize, differentiate, and respond to common safety hazards, illness, and injuries. This is an elective for nursing majors.

307 Health Promotion: Parent-Child Nursing (3)

Prerequisite: admission to the B.S. in Nursing. Theories and issues important in parent-child nursing. Specific nursing interventions useful in promoting health relative to developmental change. Topics explored: genetic counseling, parent-child bonding, sexuality, adaptation patterns from conception through adolescence, cultural determinants.

320 The Process of Teaching in Nursing (2)

Prerequisite: admission to the B.S. in Nursing. Nursing knowledge and skills in clinical teaching situations with individuals, families, and groups. Content includes theories and principles of learning, teaching strategies and methodologies, teaching resources, and evaluation of instruction.

350 Nutrition (3)

(Same as Health Science 350)

353 Alterations in Health Status: Applications in Nursing (4)

Prerequisite: admission to the B.S. in Nursing. Discusses alterations in health status and their applications to nursing practice. Addresses alterations at the cell and system levels, and potential resulting functional changes. Epidemiological approaches and clinical case studies will be presented to support nursing assessments and interventions.

355 Professional Nursing II (3)

Prerequisite: Nursing 305, 305L. Corequisite: Nursing 355L is to be taken prior to or concurrent with Nursing 355. Adult health assessment including common variations found in the child and older adult. Analysis of health data and identification of health risks of specific groups emphasized. Research findings used to support nursing interventions to reduce risk and promote health.

355L Professional Nursing II: Laboratory/Clinical (2)

Prerequisites: Nursing 305, 305L. Corequisite: Nursing 355. Students practice history taking, physical examination techniques and risk identification on peers in supervised on-campus setting. Students apply these skills and intervene to reduce risk and/or promote health with individual clients. (6 hours practicum per week)

357 Health Promotion: Adult-Aged Nursing (3)

Prerequisite: admission to the B.S. in Nursing or Gerontology minor. Developmental theories of adulthood and the aging process are discussed with emphasis on analysis of health behavior of adults. Normative transitions, conflicts of adult life and the nurse's role in health promotion throughout the adult life cycle are included.

400 Professional Dimensions of Nursing (2)

Prerequisites: Nursing 300, 305, 305L. Corequisite: Nursing 400L. Analysis of socioeconomic trends and issues affecting nursing and health care. Bioethics, health care legislation, and roles of professional organizations are examined. Nursing leadership tasks are explored in relation to group dynamics, values clarification, and ethical decision-making.

400L Professional Dimensions of Nursing: Laboratory (1)

Prerequisites: Nursing 300, 305, 305L. Corequisite: Nursing 400. Understanding of group dynamics theory by assuming leader and member roles. Actual and potential stressors are explored and communication patterns analyzed. Includes examination of pending legislation, health planning, professional organizations, and community health advocacy groups.

401 Epidemiology (3)

May be taken as an elective for nursing majors. (Same as Health Science 401)

402 Community Health Nursing (3)

Prerequisites: all junior level nursing courses. Corequisite: Nursing 402L. Theories of community health and nursing synthesized to help students facilitate the adaptation process of clients, families, and communities to attain and maintain optimal health. Emphasis on family health care, assessment of community health needs, advocacy, and collaborative role.

402L Community Health Nursing: Clinical (3)

Prerequisites: junior level nursing courses. Corequisite: Nursing 402. Application of community health nursing concepts to family health care in the community milieu. Students collaborate with families and others and use community resources to promote optimal family health and improve health status. (9 hours practicum per week)

450 Nursing Research (2)

Prerequisites: Nursing 300, statistics course that includes inferential, parametric statistics. Corequisite: Nursing 450L. Historical, philosophical, and ethical aspects of nursing research. Relationship between nursing research and professional accountability. Principles and methods of research process with emphasis on evaluating research for use in leadership and professional role.

450L Nursing Research: Laboratory (1)

Prerequisites: Nursing 300, statistics course that includes inferential, parametric statistics. Corequisite: Nursing 450. Evaluation of specific nursing studies to determine significance and applicability to nursing practice.

452 Leadership/Management in Professional Nursing (3)

Prerequisites: Nursing 400, 400L, 402, 402L, and successful completion of the English Writing Proficiency (EWP) Exam. Corequisite: Nursing 452L. Nursing 450 and 450L must be taken prior to or concurrently. Theories of leadership/management; concepts of power, motivation, decision-making, change, and management skills related to the professional nursing role in the health care system.

452L Leadership/Management in Professional Nursing: Clinical (3)

Prerequisites: Nursing 400, 400L, 402, 402L. Corequisite: Nursing 452. Nursing 450 and 450L must be taken prior to or concurrently. Application of leadership/management theories and skills in student-selected and faculty approved clinical settings.

499 Independent Study in Nursing (1-3)

Prerequisites: senior standing in nursing and/or consent of instructor. Individually supervised studies and/or projects.

501 Theoretical Perspectives for Nursing Practice (3)

Prerequisite: graduate status or consent of instructor. Study and critique of the organization and development of nursing knowledge.

505A Nursing Research and Evaluation for Practice (3)

Prerequisite: graduate standing. An overview of research methodology, research problems, interpretation and utilization of research results, with emphasis on critique of qualitative and quantitative nursing research.

505B Seminar in Nursing Research (3)

Prerequisite: graduate standing. Examination of concepts and issues related to quantitative research design and measurement; development of hypothetical nursing project or thesis. The course focus is the development and refinement of project, grant or research ideas for a proposal (including problem and purpose statements, literature review, frameworks, concepts definitions and measurement tools, work plan, timeline, or method, and evaluation or data analysis plan).

507 Advanced Decision Making: Nursing Issues Seminar (3)

Prerequisite: graduate standing. Corequisite: Nursing 507L. This course is an in-depth analysis of selected professional nursing issues. The scope of these issues has significant impact on the practice of nursing. Emphasis will be on decision making, including analysis, exploration and resolution of issues affecting all levels of nursing.

507L Advanced Decision Making: Nursing Issues Lab (1-3)

Corequisite: Nursing 507. This course applies content from Nursing 507 to a specific specialty concentration. The course focuses on advanced analysis of selected professional nursing and healthcare issues. The foundations of critical thinking and decision making theory will be developed in the context of ethical, legal and public policy considerations. Emphasis will be placed on the development and implementation of the specialty role including analysis of issues affecting the role within the changing healthcare delivery system.

508 Advanced Nursing: Vulnerable Populations (3)

Prerequisites: Nursing 501 and 505A. Corequisite: Nursing 508L. This course applies the epidemiological model to analyze the health risk factors that place populations at risk for health conditions and plan nursing interventions to promote health and prevent disease.

508L Advanced Nursing: Vulnerable Populations Laboratory (1-2)

Corequisite: Nursing 508. This course applies content from Nursing 508 to a specific specialty concentration. The course focuses on using appropriate models and theories to analyze the health risk factors that place populations at risk for a variety of health conditions and to plan nursing interventions to promote health and prevent disease. It includes collaborative skills in working with a multi-disciplinary health team.

511 Management of Nursing Services (3)

Prerequisite: admission to the Nursing Administration concentration or consent of the instructor. Focuses on theoretical bases for organizational context, structure, and function. Includes models for strategic management of services in a health care industry that deals with diverse client populations.

513 Nursing Service Economics (3)

Prerequisite: admission to the Nursing Administration concentration. Economics of nursing services applied within the organizational context of health care systems.

514 Nursing Service Administration Practicum I (3)

Prerequisites: Nursing 513. Corequisite: Nursing 511. Supervised learning experiences in administration of nursing services. Focuses on application of organizational and nursing theories and identification of researchable problems in nursing service administration. (1 hour seminar and 8 hours practicum per week.)

515A,B Nursing Service Administration Practicum IIA,B (3,3)

Prerequisite: Nursing 514. Synthesis of theory and practice to develop and utilize techniques for strategic management in nursing service administration. Includes issues relevant to advanced clinical practice in nursing. (1 hour seminar and 8 hours practicum per week, each semester)

521 Issues in Health Care of the Aged (3)

Prerequisite: Nursing 501, graduate status, or consent of instructor. Exploration of the interrelationships of various issues, trends, and theories related to the aging and the delivery and utilization of health care. Focus upon case studies of the older adult to explore selected ethical theories and dilemmas in health care.

522 Implications for Nursing the Aged: Physiological Interventions (3)

Prerequisites: Nursing 501 and 505A (or corequisite) or consent of instructor. Study of normal aspects of aging with emphasis upon common health deviations. Application of selected theories and research relevant to nursing care of the aged. Identification and management of alterations in health status of the aged.

523 Implications for Nursing the Aged: Psychosocial Interventions (3)

Prerequisite: Nursing 521 or consent of instructor. Common psychosocial problems of older adults and nursing intervention strategies to promote and maintain optimal psychosocial functioning. Differentiation between healthy cognitive, affective and interpersonal functioning, and behavior that indicates actual or potential health deviation is the focus of fieldwork.

525 Advanced Gerontological Nursing (6)

Prerequisites: Nursing 522 and Nursing 523. Synthesis of theory and research in the application to clinical problems of the well, frail, and ill elderly. Course focuses upon nursing interventions that advocate for the health care of the elderly. Fieldwork offers opportunity of innovative and diverse practice options.

540 Advanced Pathophysiology: Clinical Implications for Nurses (2)

Prerequisite: graduate standing. Course covers principles of normal body functioning, pathophysiologic and psychological changes occurring with altered health across life span. Clinical case studies utilized to demonstrate the pathophysiologic basis for assessment and management of common health problems.

542 Advanced Health Assessment (2)

Prerequisite: graduate nursing standing. Application of theoretical concepts related to comprehensive health assessment of patients across the lifespan. Emphasis on analysis, synthesis, and application of comprehensive health assessment data including the bio-psychosocial, development, and environmental needs of patients and families.

542L Advanced Health Assessment Laboratory (1)

Corequisite: Nursing 542. Comprehensive clinical application of advanced health assessment skills and strategies necessary for advanced practice nursing role in a particular area of specialization. (3 hours practicum per week)

544 Health Promotion/Disease Prevention (2)

Prerequisites: graduate standing and consent of instructor. Emphasis on national clinical preventive services guidelines for health promotion, disease prevention, health assessment and screening pertinent to various age groups.

545L Advanced Practice Nurse Clinical Practicum I (2)

Prerequisites: Nursing 542, 542L, and 544. This clinical experience is designed to provide clinical application of theory and research related to the advanced health assessment and health promotion across the lifespan. (6 hours practicum per week)

546 Primary Care of Women I: Family Planning/Gynecology (2)

Prerequisites: Nursing 540, 542, and 542L. Primary health care of women by advanced practice nurses from adolescence through adulthood including assessment, diagnosis prevention, current research, management and education of common gynecologic and family planning health care needs.

548A,B Primary Care: Acute Problems I,II (2,2)

Prerequisites: Nursing 540, 542 and 542L. Nursing 548A is prerequisite to 548B. Focuses on theory and research related to the most basic and common acute or episodic problems affecting patients and families across the lifespan. Discussion includes health promotion, disease prevention, assessment, differential diagnosis, management, and patient/family education and counseling related to these conditions. Concepts of quality health care, resource management, and shared-decision making are emphasized.

548L Advanced Practice Nurse Clinical Practicum II (3)

Corequisite: Nursing 548. Continued clinical field study applying theory, research, and developing clinical skills related to the provision of care to pediatric and adult patients and their families, including gynecology and family planning, in increasingly complex clinical situations. (9 hours practicum per week)

552 Pharmacology for Advanced Practice Nurses (3)

Prerequisite: graduate standing or consent of instructor. Advanced course of pharmacology and pharmacotheurapeutic content and application relevant to the Advanced Practice Nurse.

554 Primary Care of Women II: Obstetric Health (2)

Corequisite: Nursing 554L. This course focuses on theory and research related to the obstetrical health care needs of women. Assessment, management, and education/counseling needs of women during pregnancy are emphasized. Social, physiological, legal and ethical issues associated with pre and postnatal care are included.

554L Advanced Practice Nurse Clinical Practicum III (3)

Corequisite: Nursing 554. Clinical application of theory and research through clinical experiences in selected primary care settings designed to provide students with competencies in assessment, diagnosis, management, and education/counseling in selected populations. (9 hours practicum per week)

558 Primary Care of Pediatric Patients (2)

Corequisite: Nursing 558L. Prerequisite: Second year graduate standing. Theory and research-based management of common pediatric health problems encountered in primary care setting focusing on socioeconomic, political, cultural and ethical influences. Population based disease management models are covered.

558L Advanced Practice Nurse Clinical Practicum IV (2)

Corequisite: Nursing 558. Clinical field study applying theory, research, and developing clinical skills in selected populations within primary care settings. Emphasis includes developmental needs of clients in relation to family, social and cultural structure. (6 hours practicum per week)

560 Primary Care of Adult, Geriatric and Chronic Health Problems (3)

Corequisite: Nursing 560L. Common health problems affecting adult and geriatric patients and their families. Theory and research related to comprehensive assessment, clinical decision-making and differential diagnosis, management and patient/family education of health problems in primary care settings.

560L Advanced Practice Nurse Clinical Practicum V (3)

Prerequisite: second-year graduate student. Corequisite: Nursing 560. Clinical practicum applying theory, research and developing clinical skills related to the care of the family with special emphasis on acute and chronic illnesses with complex presentations in primary care settings. Emphasis includes assessment, diagnosis, management, patient/family education, lifestyle modification and counseling strategies. (9 hours practicum per week)

564 Common Procedures in Primary Care (2)

Prerequisite: consent of instructor. This course introduces nurse practitioner students to the theoretical basis for common procedures performed in primary care clinical practice. Focus includes EKG interpretation, x-ray interpretation, minor surgery and orthopedic procedures. Faculty-supervised simulated practice sessions are included. Course may be repeated once.

568L Advanced Practice Nurse Clinical Practicum VI (3)

Prerequisite: completion of all other FNP courses and consent of instructor. This is the culminating clinical experience for family nurse practitioner students and serves as a transition from the student role to the advanced practice nurse. (9 hours practicum per week.)

570 Basic Women's Health Assessment and Management I (2)

Prerequisite: graduate standing with Women's Health Concentration. Review theory, pathophysiology, diagnosis, and management of ambulatory care for women during childbearing and postpartum/family planning periods in culturally diverse populations. Research findings within the framework of the normalcy of childbearing will be emphasized.

572 Basic Women's Health Assessment and Management II (2)

Prerequisite: graduate standing with Nurse Midwifery Specialty. Corequisite: Nursing 570. Theory, pathophysiology, diagnosis and management of women during labor, birth and the immediate postpartum/newborn.

573A Internship in Basic Midwifery Practice (2)

Prerequisite: graduate standing with Nurse Midwifery specialty. Pre- or Corequisite: Nursing 570 and 572. Application of basic midwifery knowledge in the clinical setting. Clinical internship of health promotion, diagnosis, and management of low risk childbearing women and newborns emphasized. Clinical management of women needing gynecologic and primary care included.

573B Basic Women's Health Care Practicum (4)

Prerequisite: Graduate standing with Nurse Practitioner specialty. Pre- or Corequisite: Nursing 570. Application of basic Advanced Practice Nursing knowledge in the clinical setting. Clinical practicum of health promotion, diagnosis, and management of low risk childbearing women emphasized. Clinical management of women needing gynecologic and primary care included. (minimum 12 hours practicum per week)

574 Intermediate Women's Health Assessment and Management I (2)

Prerequisite: Nursing 570. Theory, research, assessment, pathophysiology, diagnosis and management of complications related to ambulatory health care of women are reviewed. Emphasis on domestic violence reviewed. Evaluation of research findings will be emphasized.

576 Intermediate Women's Health Assessment and Management II (2)

Prerequisite: Graduate standing with Nurse Midwifery Specialty; Nursing 572. Analysis of theory, research, assessment, pathophysiology, diagnosis, and management of complications related to health care of women and newborns through labor, birth and the newborn period. Emphasis placed on comanagement and collaborative management strategies.

577A Internship in Intermediate Nurse Midwifery Practice (2)

Prerequisite: Nursing 570, 572 and 573A. Corequisite: Nursing 574 and 576. Clinical application of knowledge in midwifery practice for childbearing women and newborns with moderate to high risk factors. Emphasis placed on comanagement and collaborative management. Clinical management of women needing gynecologic and primary care included.

577B Intermediate Women's Health Care Practicum (3)

Prerequisite: Nursing 573B. Corequisite: Nursing 574. Clinical application of knowledge in Advanced Practice Nursing for care of women with moderate to high risk conditions in pregnancy. Emphasis placed on comanagement and collaborative management. Clinical management of women needing gynecologic and primary care included. (minimum 9 hours practicum per week)

579A Advanced Nurse Midwifery Internship (2)

Prerequisite: successful completion of all didactic and clinical courses related to the Nurse Midwifery specialty. This capstone course is the synthesis of clinical knowledge and skill for advanced practice in women's health. Residency incorporates full scope practice and primary care to prepare for independent practice as a nurse-midwife.

579B Advanced Women's Health Care Practicum (3)

Prerequisite: successful completion of all courses related to specialty. This capstone course is the synthesis of clinical knowledge and skill for advanced practice in women's health. Residency incorporates full scope practice and primary care to prepare for independent practice as a women's health care nurse practitioner. (Minimum 9 hours practicum per week)

580 Foundations of Nurse Anesthesia Practice (3)

Prerequisite: admission to the nurse anesthetist concentration. This course will provide the anesthesia student with the scientific foundations of anesthesia practice. Integration of neuro-anatomical, biological, physical, and pharmacological principles will serve as a basis for the assessment and management of the patient undergoing anesthesia.

581 Clinical Studies in Nurse Anesthesia (3)

Prerequisite: admission to the nurse anesthetist concentration. Provides students with an understanding of basic anesthesia theories and applications prior to entry into clinical practice. Emphasis includes perioperative patient assessment, airway management, anesthesia monitoring and treatment modalities.

582 Foundations of Nurse Anesthesia Practice II (4)

Prerequisite: Nursing 580. Corequisite: Nursing 584. Pre or co-requisite: Nursing 505A. This course is second in a sequence that will provide the anesthesia student with selected scientific foundations of anesthesia practice, focusing on cardiopulmonary and renal systems.

584 Principles of Nurse Anesthesia Practice I (3)

Prerequisite: Nursing 581. Corequisite: Nursing 585L. Pre or co-requisite: Nursing 505A. Provides students with the pathophysiological basis for anesthesia as related to high risk, special needs populations and specific clinical situations. Case study discussions incorporate anesthesia theory and principles.

585L Nurse Anesthesia Practicum I (2)

Prerequisite: Nursing 581. Corequisite: Nursing 584. Preceptored clinical experience designed to provide the nurse anesthetist student with clinical application of the foundational principles of anesthesia. (6 hours practicum per week)

586 Principles of Nurse Anesthesia Practice II (3)

Prerequisites: Nursing 584. Corequisite: Nursing 587L. This course focuses on advanced theory of anesthesia management for specialized patient populations, focusing on obstetrics, pediatrics, geriatrics, and obesity, including principles which underlie competent operative planning, decision making, and case management.

587L Nurse Anesthesia Practicum II (5)

Prerequisites: Nursing 585L. Corequisite: Nursing 586. Preceptored clinical experience designed to provide the nurse anesthetist student with clinical application of increasingly complex clinical situations. (15 hours practicum per week)

588 Principles of Nurse Anesthesia Practice III (4)

Course incorporates the pathophsychologic basis for anesthesia case management including pulmonary and cardiothoracic care. Principles of regional anesthesia will also be studied. Application of current scientific literature will be reviewed and emphasized.

589L Nurse Anesthesia Practicum III (7)

Continuing preceptored clinical experience designed to provide the nurse anesthetist student with clinical application of increasingly complex clinical situations and clinical decision-making in the practice of anesthesia. (21 hours practicum per week)

590 Principles of Nurse Anesthesia Practice IV (4)

Prerequisite: Nursing 588. Corequisite: Nursing 591L. Course incorporates the pathophysiologic basis for anesthesia management including neurologic, endocrine, and gastro-intestinal care. The course integrates concepts of pharmacology related to anesthesia and the application of current scientific research findings in these populations.

591L Nurse Anesthesia Practicum IV (7)

Prerequisite: Nursing 589L. Corequisite: Nursing 590. Preceptored clinical experience designed to provide the nurse anesthetist student with clinical application of increasingly complex clinical situations. (21 hours practicum per week)

593L Nurse Anesthesia Practicum V (7)

Prerequisite: Nursing 591L. Corequisite: Nursing 592. Culminating preceptored clinical experience designed to provide the nurse anesthetist student with clinical practice in all areas of anesthesia management. (21 hours practicum per week)

595A,B Thesis/Project Seminar (1,1)

Prerequisites: Nursing 505A,B. Nursing 597A,B or 598A,B are corequisites as appropriate. These seminar courses facilitate completion of projects and thesis research leading to the master's degree with an emphasis on assisting students with logistical and technical requirements at various phases of a research investigation or the conduct of a project. (Minimum 3 hours per week per semester)

597A,B Project (1,1)

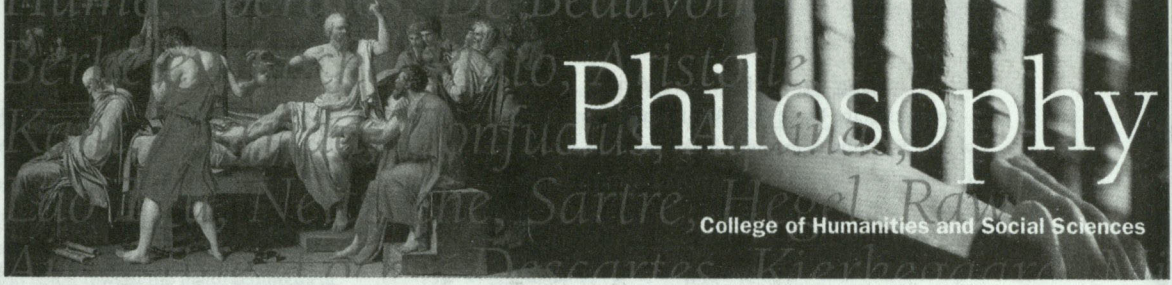
Prerequisites: Nursing 505B and consent of the instructor; Nursing 595A,B are corequisite courses. Nursing 597A is prerequisite to 597B. Identification of specific issues/problems in degree concentration and development and completion of project.

598A,B Thesis (1,1)

Prerequisites: Nursing 505B and consent of the instructor for Nursing 598A; Nursing 598A is a prerequisite to Nursing 598B; Nursing 595 A,B are corequisite courses. Individual research with conferences with instructor, culminating in a thesis.

599 Independent Graduate Study (1-3)

Prerequisite: graduate student status and consent of instructor. Independent inquiry resulting in oral or written report. May be repeated with different content for additional credit.



Philosophy

College of Humanities and Social Sciences

INTRODUCTION

Philosophy began when people first questioned the accounts poets and priests had handed down about the structure of the world and the meaning of human life. Since then philosophers have helped create and explore virtually every aspect of our cultural life, including science, religion, art and politics. To study philosophy, therefore, is to engage in a classic form of liberal education in which powers of reasoning and conceptual analysis are explicitly developed. The study of philosophy includes: (1) the development of critical thinking and writing skills; (2) the investigation of conceptual problems encountered in the course of reflecting about experience; (3) the assessment of assumptions underlying other sciences and arts; and (4) the exploration of intellectual and cultural history from a broad perspective. Philosophy is not a "high unit" major. It is possible for many students to obtain the benefits of a philosophically based liberal education while also majoring in another discipline. The Philosophy Department also encourages minors, which can be tailored to the student's individual interests or other fields of study. Majoring or minoring in philosophy is an excellent way of preparing for law school and other careers that involve facility in reasoning, analysis and information processing.

AWARDS IN PHILOSOPHY

The Paul C. Hayner Memorial Award, to the outstanding graduating senior in philosophy; the William H. Alamshah Memorial Prize, for the best undergraduate philosophy essay submitted; the Claire and Craig Ihara Award for contribution to the philosophical community.

BACHELOR OF ARTS IN PHILOSOPHY

The Bachelor of Arts in Philosophy requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives. Students complete a minimum of 39 units in general philosophy or 39 units in the concentration. The general philosophy program requires the following:

1. Philosophy 315 Philosophical Argument and Writing (3 units)
2. Required courses in the history of philosophy before 1900 (9 units)

   Philosophy 290 History of Philosophy: Greek Philosophy (3)

   Philosophy 300 History of Philosophy: Rationalism and Empiricism (3)

   Philosophy 301 History of Philosophy: Kant and the 19th Century (3)
3. Additional history of philosophy requirement (6 units)

   Two of the following courses: Philosophy 291, 323, 380, 381, 383.
4. Other course requirements (3 units each from a. and b.)

   a. Ethics: Philosophy 345 or 410

   b. Metaphysics, Epistemology: Philosophy 420, 430, or 440
5. Seminar requirement (3 units)

   Three units (one course) from Philosophy 447T, 455, 460, 470, 480 or 490.
6. Electives (12 units)

   Choose 12 units of philosophy courses, no more than six lower-division, which have not been used to fulfill other requirements.

DEPARTMENT CHAIR

Albert Flores

DEPARTMENT OFFICE

Humanities 314

DEPARTMENT WEBSITE

http:hss.fullerton.edu/philosophy/

PROGRAMS OFFERED

Bachelor of Arts in Philosophy

Concentration in Social, Moral, and Legal Philosophy for the Professions

Minor in Philosophy

FACULTY

Mitch Avila, Heather Battaly, Amy Coplan, Albert Flores, Craig K. Ihara, Jeeloo Liu, J. Michael Russell, Shari Starrett

ADVISERS

For advisement about the major, minor, or concentration in philosophy, please contact the departmental undergraduate adviser.

Second Language Graduation Requirement

Students in the Bachelor of Arts in Philosophy program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

CONCENTRATION IN SOCIAL, MORAL, AND LEGAL PHILOSOPHY FOR THE PROFESSIONS

This concentration requires a total of 39 units and prepares students for post-baccalaureate professional studies and eventually a career in their chosen field. Students who complete the Concentration in Social, Moral, and Legal Philosophy for the Professions while earning their Bachelor of Arts in Philosophy should be equipped with the intellectual skills (i.e., critical reading and analysis skills) necessary in order to successfully apply to, enter, and graduate from competitive professional graduate programs such as law, business, and administration.

1. Argumentation and Writing Requirement (3 units)
   Philosophy 315 Philosophical Argument and Writing (3)
2. Pre-1900 History Sequence (9 units)
   Philosophy 290 Greek Philosophy (3)
   Philosophy 300 Rationalism and Empiricism (3)
   Philosophy 301 Kant and 19th Century (3)
3. Ethics, Social/Political Philosophy (6 units), choose from:
   Philosophy 345 Social and Political Philosophy (3)
   Philosophy 355 Philosophy of Law (3)
   Philosophy 382 Marx and Marxism (3)
   Philosophy 410 Ethical Theory (3)
4. Applied Ethics, Social/Political Philosophy (3 units), choose from:
   Philosophy 312 Business and Professional Ethics (3)
   Philosophy 313 Environmental Ethics (3)
   Philosophy 314 Medical Ethics (3)
   Philosophy 320 Contemporary Moral Issues (3)
   Philosophy 377 Philosophical Approaches to Race, Class, and Gender (3)
5. Core Topics in Philosophy (6 units), choose from:
   Philosophy 303 Intro to Philosophy of Science (3)
   Philosophy 323 Existentialism (3)
   Philosophy 348 Philosophy of Religion (3)
   Philosophy 380 Analytical Philosophy 1900 to 1950 (3)
   Philosophy 381 Analytic Tradition: 1950 to the Present (3)
   Philosophy 383 Postmodernism (3)
   Philosophy 420 Metaphysics (3)
   Philosophy 430 Epistemology (3)
   Philosophy 440 Philosophy of Mind (3)
6. Philosophy 405 Advanced Topics in Critical Thinking (3)
7. Philosophy 493 Senior Internship in Ethics and Society (3)
8. Electives (6 units)

   Six units of philosophy courses that have not been used to fulfill other requirements. No more than six lower-division units may count toward electives in the major.

MINOR IN PHILOSOPHY

Students in other disciplines often find that a background in philosophy enriches their university experience and enhances work done in other fields in preparation for specific careers. The minor in philosophy requires 21 units in philosophy, at least 12 of which must be upper division. Up to nine units taken in fulfillment of general education requirements may be counted toward the minor. The Department of Philosophy offers two ways of pursuing the minor. The "alternative B" minor is especially appropriate for students preparing for professional degrees in law or medicine.

Alternative A:

Among the 21 units, at least six units from among the following courses: Philosophy 290, 291, 300, 301; and either a seminar or three units of Philosophy 499.

Alternative B:

Among the 21 units, at least 15 units to be chosen from among philosophy courses correlative to the student's major or intended post-baccalaureate field, as approved by the philosophy adviser.

RECOMMENDED COURSE WORK FOR PHILOSOPHY MAJORS

A program in philosophy profits greatly from the study of psychology, the natural and social sciences, and literature. Students are advised to supplement their studies in philosophy with course work offered in these fields and in fields closely related to their philosophical interests.

Students who are planning to attend graduate school in philosophy are urged to acquire proficiency in a foreign language, and to include in their programs as many as possible of the following:

Philosophy 303 Introduction to the Philosophy of Science (3)
Philosophy 345 Social and Political Philosophy (3)
Philosophy 368 First Course in Symbolic Logic (3)
Philosophy 375 Introduction to the Philosophy of Language (3)
Philosophy 380 Analytic Philosophy (3)
Philosophy 410 Ethical Theory (3)
Philosophy 420 Metaphysics (3)
Philosophy 430 Epistemology (3)
Philosophy 440 Philosophy of Mind (3)
Philosophy 455 Seminar in Values (3)

Students interested in pursuing admission to law school are advised to include in their programs as many as possible of the following:

Philosophy 312 Business and Professional Ethics (3)
Philosophy 313 Environmental Ethics (3)
Philosophy 314 Medical Ethics (3)
Philosophy 345 Social and Political Philosophy (3)
Philosophy 355 Philosophy of Law (3)
Philosophy 368 First Course in Symbolic Logic (3)
Philosophy 410 Ethical Theory (3)
Philosophy 455 Seminar in Values (3)

TRANSFER CREDIT

Work done in philosophy at other institutions may be counted toward the major, subject to the rules of the university and the following departmental rules: (1) only seminars can fulfill the seminar requirement; (2) only upper-division work can fulfill upper-division requirements; (3) in no case can more than six units of lower-division work taken at another institution count toward the major requirement of 39 units. Six units of philosophy taken at another university may be counted toward the minor.

CREDENTIAL INFORMATION

The Bachelor's Degree in Philosophy may be effectively combined with subject matter studies necessary for the multiple subject teaching credential (K-8). Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

PHILOSOPHY COURSES

Courses are designated as PHIL in the class schedule.

100 Introduction to Philosophy (3)

The nature, methods and some of the main problems of philosophy. Primarily for freshmen and sophomores. Not a prerequisite for advanced courses. (CAN PHIL 2)

101 Meaning, Purpose, and the Good Life (3)

Introduction to Western and Eastern approaches to perennial topics in philosophy concerning human flourishing and the nature of persons. Questions considered include, "What is happiness?" "What is the good life?" "Does life have meaning and purpose?" and "What is a person?"

105 Critical Thinking (3)

Development of non-mathematical critical reasoning skills, including recognition of arguments, argument evaluation and construction of arguments.

106 Introduction to Logic (3)

The logical structure of language and correct reasoning: deduction, induction, scientific reasoning, and informal fallacies. (CAN PHIL 6)

110 Religions of the World (3)

(Same as Comparative Religion 110)

270 Ethics (Formerly 310) (3)

Problems of human conduct and moral evaluation: standards for moral assessment of conduct and persons; morality and its relation to mores, social demands and personal commitments.

290 History of Philosophy: Greek Philosophy (3)

The origins of Western philosophy, and its development through Socrates, Plato and Aristotle.

291 History of Philosophy: Medieval Philosophy (3)

Hellenistic philosophy and such figures as Plotinus, Augustine, Thomas Aquinas, Duns Scotus, and William of Oakham.

300 History of Philosophy: Rationalism and Empiricism (3)

Prerequisite: Completion of General Education Category III.B.2. The rationalism of Descartes, Spinoza and Leibniz, and the empiricism of Locke, Berkeley and Hume.

301 History of Philosophy: Kant and the 19th Century (3)

Prerequisite: Philosophy 300 or consent of instructor. Brief review of rationalism and empiricism as a background to Kant. A study of the revolutionary aspects of Kant's critical philosophy. An exploration of subsequent trends in nineteenth century philosophy, emphasizing such figures as Hegel, Schopenhauer, Marx, Mill, Kierkegaard and Nietzsche.

302 Introduction to Intercultural Women's Studies (3)

(Same as Women's Studies 302)

303 Introduction to the Philosophy of Science (3)

Prerequisite: general education physical or biological science requirement. Logical and methodological features of scientific inquiry; nature of theories and interpretation of theoretical terms; scientific progress; impact of science on society and of society on science.

311 Aesthetics: Philosophy of Art and Beauty (3)

Prerequisite: Completion of General Education Category III.B.1 or III.B.2. The conditions and aims of art and of aesthetic experience.

312 Business and Professional Ethics (3)

Prerequisite: upper-division standing. Explores the nature and limits of the moral rights and responsibilities of business and the professions (including law, medicine, science, engineering, journalism, management and teaching).

313 Environmental Ethics (3)

Prerequisite: completion of General Education Category III.B.2 or III.C.1. Examines the conceptual and moral foundations of environmental ethics focusing on ecosystem and wildlife conservation policies, animal rights, a land ethic, competing policy analyses, and obligations to future generations.

314 Medical Ethics (3)

Prerequisite: Completion of General Education Category III.B.2. An examination of ethical issues raised by recent technical developments in medicine, and of the moral rights and responsibilities of patients and health-care professionals.

315 Philosophical Argument and Writing (3)

Prerequisite: three units of philosophy. Philosophical concepts, distinctions and methods are used to teach philosophical and argumentative writing which is clear, critical, expressive and precise. This course is designed to satisfy the classroom portion of the upper-division writing requirement for philosophy majors.

316 Research Ethics (3)

Prerequisite: Philosophy 310 or completion of the General Education Category III.A. Examines the ethical principles and problems implicit in the conduct of scientific research, with special attention to issues of scientific integrity, fraud, deception, data accuracy, authorship credit, and use of research funds, especially when animal or human subjects are used.

320 Contemporary Moral Issues (3)

Prerequisite: completion of General Education Category III.B.2. Application of ethical and social/political theories to contemporary moral problems. Topics selected from current issues in law, business, medicine, sexual morality, and gender/multicultural studies, including such topics as abortion, racism, crime, punishment, welfare, domestic violence, and pornography.

323 Existentialism (3)

Introduction to existentialist perspectives on freedom, meaning, responsibility, authenticity and self-deception. The course typically includes discussion of Kierkegaard, Nietzsche, Heidegger and Sartre.

324 Existential Group (3)

Prerequisite: consent of the instructor. An investigation of how themes in the writings of existentialist philosophers pertain to the life-styles, actions, and feelings of the class participants.

325 Philosophy of Sex and Love (3)

Prerequisite: completion of General Education Category III.B.2. Investigates philosophical approaches to love, friendship, marriage, and eroticism. Covers nature of love, relationship between sexuality and love, gender roles, and gender equality. Includes investigation of ethical and legal controversies in sexuality, marriage, and privacy.

333 Evolution and Creation (3)

Prerequisites: General Education Categories III.A.2.c, and III.B.2. Interdisciplinary study of evolutionary biology's impact on culture in context of religious doctrines of creation. Examines both evolutionary theory and religious and philosophical reactions from Darwin to the present, including relevant educational and legal contexts.

341 Assumptions of Psychotherapy (3)

Prerequisites: junior or senior standing and completion of General Education Categories III.B.2 and III.C.1. Philosophical concepts and assumptions pertinent to the theory of psychotherapy, such as the Cartesian, the mechanistic and the deterministic assumptions of Freud.

343 Philosophy of Feminism (3)

Prerequisite: three units of philosophy or three units of women's studies. A critical examination of philosophical issues connected with "second-wave" U.S. feminism. Alternative feminist theories, goals and reconstruction of traditional areas of philosophy. (Same as Women's Studies 343)

345 Social and Political Philosophy (3)

Prerequisite: three units of philosophy. A critical examination of individualism, community, freedom, authority, justice, human rights and alienation, from the perspective of social and political theory.

348 Philosophy of Religion (3)

The role of philosophy in shaping theological doctrine, in critically evaluating religious experience, in arguing for or against the existence of God, and in considering the problem of evil. (Same as Comparative Religion 348)

350 Asian Philosophy (3)

Prerequisite: completion of General Education Category III.B.2. Asian philosophies such as Taoism, Confucianism and Buddhism (especially Zen): world views, conceptions of human nature and the good life. Applications to martial and non-martial arts. Comparisons with Western philosophies, religions and values.

352 Philosophy of Asian Martial Arts (3)

Prerequisite: three units of philosophy or appropriate prior instruction in the martial arts. A philosophical examination of Asian martial arts and how they relate to Taoism, Buddhism, Confucianism, Shinto and Zen. Samurai ideals will be compared to those of the warrior traditions of the Middle Ages and Homeric Greece.

354T Topics in Buddhism (3)

(Same as Comparative Religion 354T)

355 Philosophy of Law (3)

An exploration of the philosophical issues underlying the law, including the nature and justification of law, its relationship to morality, and the limits of free speech, criminal punishment, legal responsibility and affirmative action.

368 First Course in Symbolic Logic (3)

Prerequisites: entry-level mathematics examination; junior or senior standing. The recognition and construction of correct deductions in the sentential logic and the first-order predicate calculus. (Same as Math 368)

375 Introduction to the Philosophy of Language (3)

Prerequisite: six units of philosophy or six units of linguistics or three units of each. A study of philosophical issues about language including topics such as meaning, reference, predication, and truth. (Same as Linguistics 375)

377 Philosophical Approaches to Race, Class, and Gender (3)

Prerequisite: one upper-division philosophy course, or course focused on race, class, or gender. Philosophical and interdisciplinary analyses of race, class, and gender. Class time divided between assessment of influential theories and writers, and development of Internet and interactive research.

379 American Philosophy (3)

Prerequisite: completion of General Education Category II.B.2. American philosophy, beginning with Whitman, Emerson, and Thoreau on transcendentalism and nature philosophy, with particular emphasis on the pragmatism of Pierce, Dewey, James, and recent developments of neo-pragmatists Quine and Rorty.

380 Analytic Philosophy: 1900 to 1950 (3)

Prerequisite: six units in philosophy or consent of instructor. Investigation of the rise and development of the analytic movement in 20th-century philosophy. Works of such philosophers as Moore, Russell, Wittgenstein and Carnap will be studied.

381 The Analytic Tradition: 1950 to the Present (3)

Prerequisite: six units of philosophy or equivalent. A study of the character and development of post-war Anglo-American philosophy including the works of such thinkers as the later Wittgenstein, Quine, Davidson, Rorty and Putnam.

382 Marx and Marxism (3)

Prerequisite: junior or senior standing. Marx and his followers in philosophical perspective. Theories of human nature, society and intellectual activity; conceptual tools for the analysis of social phenomena; sources; and followers, both critical and dogmatic.

383 Postmodernism (3)

Prerequisite: Philosophy 301 or 323, or equivalent. Such modern and post-modern movements as phenomenology, hermeneutics, critical theory, poststructuralism, deconstruction, the Frankfurt school, and French feminism; influences of these movements on political, literary, and psychoanalytic theory.

386 Philosophy of Biology (3)

Prerequisite: completion of General Education requirements in Biological Science. Conceptual foundations of biological science and especially of evolutionary theory. Applicability of such concepts as natural law, theory reduction, emergence and teleology to the investigation of living things from the molecular to the ecological level.

399 Directed Study (1-3)

Prerequisite: approval of department. Supervised individual study as an elective. May be repeated for credit with different content. No more than three units may be taken with any one adviser in any one semester.

400 Ethical and Professional Issues in Human Services (3)

(Same as Human Services 400)

401 Knowledge in the Arts and Sciences (3)

Prerequisites: Liberal Studies 304 and either Liberal Studies 303 or 305. A philosophical analysis and comparison of how the natural sciences, the social sciences, and the arts and humanities apply epistemological or aesthetic criteria to assess scientific and artistic activities. Discussion of the evolution of these criteria in their social and ideological context.

405 Advanced Topics in Critical Thinking (3)

Prerequisites: Philosophy 105, 106, 368 or consent of instructor. Advanced study of logical argumentation, fallacies, and deductive and inductive reasoning. Includes application of critical thinking methods to applied topics in philosophy including legal ethics and legal reasoning.

410 Ethical Theory (3)

Prerequisite: prior course in ethics or instructor's consent. An examination of major ethical theories as advanced by such authors as Aristotle, Kant, Mill, and Rawls.

416 Advanced Research Ethics (3)

Prerequisite: Philosophy 310 or consent of instructor. For graduate students engaged in research, an examination of the ethical principles and problems implicit in the conduct of research, with special attention to issues of scientific integrity, fraud, deception, data accuracy, authorship credit, and use of research funds.

420 Metaphysics (3)

Prerequisite: six units in philosophy or consent of instructor. Metaphysics and metaphysical issues such as reality, universals, space, time, substance, identity and difference, causality, permanence and change, freedom and determinism, minds and bodies.

430 Epistemology (3)

Prerequisite: six units in philosophy or consent of instructor. The nature of knowledge, belief, certainty, truth, perception, and the a priori; examinations of skepticism, traditional responses to skepticism, and the foundations of knowledge.

440 Philosophy of Mind (3)

Prerequisite: six units in philosophy or consent of instructor. The concept of mind, and such related issues as the mind-body relation, behavior, consciousness, voluntary action, weakness of will, and our knowledge of other minds.

447T Seminar in Selected Problems (3)

Prerequisite: six units in philosophy or consent of instructor. Intensive study of one philosophical concern, such as an individual philosopher or topic. May be repeated with different content for additional credit.

448 Death, Aging, and Meaning (3)

Prerequisite: completion of General Education Category IV or consent of instructor. Various thinkers regard comprehending ones own death as a means to making sense of one's life. This class combines intellectual inquiry and personal exploration into assessing death, aging, and living meaningfully.

455 Seminar in Values (3)

Prerequisite: appropriate course from among Philosophy 310, 311, 410, or consent of instructor. Valuation or some important form of value: ethical, aesthetic, political. May be repeated with different content for additional credit.

460 Seminar in Logic and Language (3)

Prerequisite: appropriate course from among Philosophy 368, 369, 375. Advanced topics in logic or philosophy of language; or foundations of logic and mathematics. May be repeated with different content for additional credit.

470 Seminar in Metaphysics and Epistemology (3)

Prerequisite: Philosophy 420,430, or 440, or consent of instructor. Topics covered include metaphysics and epistemology such as reality, substance, mind, action, cause, knowledge and truth.

480 Seminar in the History of Philosophy (3)

Prerequisite: an appropriate course from among Philosophy 290, 291, 300, 301, or consent of instructor. Course covers some important work, figure, school or problem in the history of philosophy before 1900.

490 Seminar in Contemporary Philosophy (3)

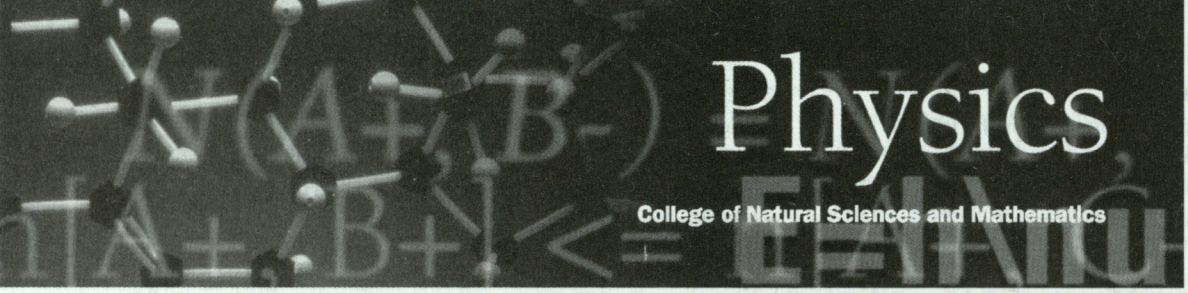
Prerequisite: appropriate course work or consent of instructor. Issues raised by such 20th-century philosophers as Russell, Moore, Wittgenstein, Austin, Quine, Husserl, Heidegger, Merleau-Ponty or Foucault.

493 Senior Internship in Ethics and Society (3)

Prerequisite: six units of philosophy in ethics and/or social/political philosophy. Supervised internship in professional setting. Required course project on philosophical and ethical issues.

499 Independent Study (1-3)

Prerequisite: approval of department. To develop competency in research. May be repeated for credit. No more than three units may be taken with any one adviser in any one semester.



Physics

College of Natural Sciences and Mathematics

INTRODUCTION

Physics is the natural science that deals with the properties and interactions of matter and radiation. As such, physics provides the fundamental basis for all other sciences, and for applied science fields such as engineering and the health sciences. Many physicists engage in research designed to expand the frontiers of physical knowledge; others engage in the application of physics concepts in industry and in private and government laboratories.

The physics major program can provide the education necessary for the student to continue studies at the graduate level that, in turn, lead to the master's and doctoral degrees. Alternatively, the physics major program can provide the education necessary for the student to work immediately upon graduation with the bachelor's degree, either in industry or government labs, in applied physics fields, or in teaching at the secondary school level. Our optional emphasis in business provides students with experience in starting or managing a technology-oriented business.

Each student's study program is formalized in an approved study plan that provides the type of education that will best suit that student's needs upon graduation. The emphasis of the study plan is physical theory and mathematics for those planning on graduate school, while the emphasis is the more applied courses (such as physical electronics), including advanced laboratory work, for those planning to work in applied physics upon graduation.

Students are encouraged to obtain research experience by working with faculty in their ongoing research efforts. Physics 495, Internship in Physics, provides practical work experience that integrates classroom studies with the needs and methods of modern industrial science.

DEPARTMENT CHAIR

Roger Nanes

DEPARTMENT OFFICE

McCarthy Hall 611

DEPARTMENT WEBSITE

http://chaos.fullerton.edu/physics.html

PROGRAMS OFFERED

Bachelor of Science in Physics

Emphasis in Business

Minor in Physics

Master of Science in Physics

FACULTY

Kwang-Ping Cheng, Greg Childers, James Feagin, Heidi Fearn, Murtadha Khakoo, Michael Loverude, Roger Nanes, Mark Shapiro, Keith Wanser

ADVISERS

Undergraduate programs: James Feagin

Graduate program: Heidi Fearn

BACHELOR OF SCIENCE IN PHYSICS

The Bachelor of Science in Physics requires a minimum of 120 units which includes courses for the major, General Education, all university requirements, and free electives.

Lower Division (31-32 units)

General Chemistry (Chem 120A, 125) (8)

Mathematics (Math 150A,B and 250A) (12)

Fundamental Physics (Physics 225, 226, 227 and 225L, 226L, 227L) (12)

Note: Students may take Chemistry 120B in place of Chemistry 125.

Upper Division (21 units)

Physics 300 Survey of Mathematical Physics (3)

Physics 310 Thermodynamics, Kinetic Theory and Statistical Physics (3)

Physics 320 Classical Mechanics (4)

Physics 330 Electromagnetic Theory (4)

Physics 340 Modern Physics (4)

Physics 380 Methods of Experimental Physics (3)

Upper-Division Physics Electives (14-15 units)

Additional adviser-approved upper-division units in physics, one of which must be a laboratory course.

Note: For students completing a minor or second major in mathematics, in another science, in engineering, or in computer science, the upper-division requirement is 12 units in physics rather than 14.

Upper-Division Science and Engineering Electives (3 units)

Additional upper-division courses in mathematics, science, engineering and/or computer science approved by the department.

Upper-Division Writing Requirement (3 units)

English 301 Advanced College Writing

OR English 360 Scientific and Technical Writing

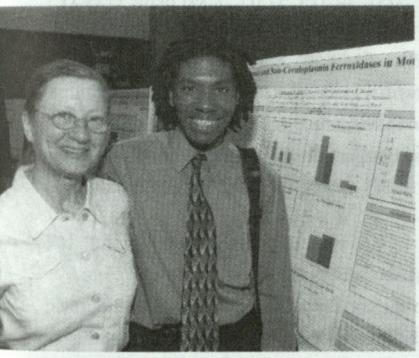
OR Business Admin 301 Advanced Business Communications (for students pursuing the emphasis in business only)

Other Requirements

Each course in physics, mathematics, chemistry and English that is required for the major must be completed with grade of "C" (2.0) or better.

Since the Bachelor of Science in Physics is a high-unit program, majors are exempt from the Second Language Graduation Requirement.

Formal academic advisement is required for all physics majors at least once every academic year. Each physics major must file a plan of study with the Physics Department prior to the student's enrollment in upper-division physics courses. This plan must be approved by the department chair.



EMPHASIS IN BUSINESS

This emphasis provides the fundamental background in business needed by physics majors who are interested either in starting a technology-related business or in joining the management staff of small to medium size technology-related businesses. Students who pursue this program do not take Physics 227L and substitute Accounting 201A Financial Accounting (3) for Chemistry 125 in lower-division major requirements, and complete the following 21 units in physics and business electives in place of the usual upper-division physics and science/engineering elective.

Finance 320 Business Finance (3)

Management 340 Organizational Behavior (3)

Management 465A New Venture Creation & Funding (3)

Management 465B New Venture Launch (3)

OR Business Admin 495 Internship (3)

Marketing 351 Principles of Marketing (3)

Physics 481 Experimental Physics (3)

OR Physics 482 Modern Optics Laboratory (3)

Business Admin 301 Advanced Business Communication (3)

Note: Business Admin 301 satisfies the upper-division writing requirement.

MINOR IN PHYSICS

Lower-Division (12 units)

Fundamental Physics (Physics 225, 226, 227 and 225L, 226L, 227L)

Upper-Division (9 units)

Upper-Division Experimental Physics (3)

Additional upper-division units in physics, selected in consultation with the department academic adviser with approval by the adviser and the department chair, (6).

TEACHING CREDENTIAL

The bachelor's degree in physics may be effectively combined with subject matter studies necessary for the single subject teaching credential in science. Undergraduates are encouraged to work with the department adviser and/or the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. Postbaccalaureate students need to contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation and orientation and then consult the department credential adviser for further program details.

MASTER OF SCIENCE IN PHYSICS

The Master of Science in Physics provides excellent preparation for applied research, development and engineering positions in industry or government. The program also is excellent preparation for teaching positions at the secondary school and community college level. In addition, the master of science degree provides an excellent foundation for further graduate study in physics or related fields such as biophysics, geophysics or engineering.

Admission Requirements

Students seeking admission to the master's program in physics must have (1) a grade-point average of 2.5 in the last 60 semester units (or the last 90 quarter units), (2) a degree from an accredited college or university with a major in physics or a closely related field (students with majors other than physics may be admitted with deficiencies), (3) a grade-point average of 2.75 for upper-division courses in the physics major. For students with undergraduate degrees in engineering, mathematics or other physical sciences, a GPA of 3.0 in upper-division major courses is required. In addition to the GPA requirements, all applicants must submit (1) a score on the physics portion of the Graduate Record Exam (GRE); the exam must have been taken within the preceding year; (2) a one-page, 500-word maximum, typed statement of purpose, explaining the student's interest in taking a higher degree in physics, and (3) three letters of recommendation.

International student applicants are required to pass the Test of English as a Foreign Language (TOEFL) with a score of 550 or higher for the computer test and 213 for the paper test.

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines.

However, it is important to note that deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate.

Required Core Course (12 units)

Physics 510 Mathematical Physics (3)

Physics 520 Analytical Mechanics (3)

Physics 530A Electromagnetic Theory I (3)

Physics 555A Quantum Physics I (3)

Additional 500-Level Requirements (6 units)

Plan A (comprehensive exam) requires any two of the following courses:

Physics 530B Electromagnetic Theory II (3)

Physics 555B Quantum Physics II (3)

Physics 416 Thermal and Statistical Physics (3) (if not used to satisfy undergraduate requirements)

Plan B (thesis) requires one of the above courses plus:

Physics 599 Independent Graduate Research (3)

Plan C (project) requires one of the above courses plus:

Physics 597 Project (3)

Physics 597 Project (1-3)

Electives (8-12 units)

Electives are chosen in consultation with the graduate adviser. Electives may be chosen from any 400- or 500-level physics course with the exception of any courses which were used to satisfy baccalaureate degree requirements. In cases where the research objectives or career goals are interdisciplinary in nature, courses may be chosen in other fields (e.g., mathematics, chemistry, engineering, biology, geological science, science/teacher education).

Project, Thesis or Comprehensive Exam (0-4 units)

Physics 597 Project (1-3)
OR Physics 598 Thesis (1-6)
OR Comprehensive Exam

PHYSICS COURSES

Courses are designated as PHYS in the class schedule.

A grade of "C" (2.0) or better is required in all prerequisite courses. Prerequisite requirements with exception of the grade requirement may be waived by the instructor of the course if the instructor is satisfied that the student is qualified to undertake the course.

101 Survey of Physics (3)

Basic concepts of physics for the non-science major. Physical concepts in real-world contexts such as global warming. How our ideas about motion, energy, heat and temperature, light and color, electricity, and atoms form a framework for understanding the natural world.

101L Survey of Physics Laboratory (1)

Corequisite: Physics 101. Experiments that demonstrate important concepts in astronomy and physics. For non-science majors.

102 Physical Science for Future Elementary Teachers (3)

Designed especially for the prospective elementary teacher, this activity-based course will examine physical science concepts in real-world contexts such as global warming, kitchen science and the automobile. Lecture and laboratory is combined into a single unified learning experience. (Same as Chemistry 102)

115 Introductory Physics (4)

Prerequisites: high school algebra, geometry, and intermediate algebra. Development of problem solving skills in basic physics. For students with limited background in physics who plan to take additional physics courses. Does not fulfill physics requirements for majors or minors in the physical or biological sciences. (3 hours lecture, 1 hour recitation)

120 Introduction to Astronomy (3)

Prerequisite: high school algebra recommended. Celestial motion, the solar system, galactic structure, theories of the origin of the universe and the solar system.

211 Elementary Physics (3)

Corequisites: Mathematics 130 or 150A, Physics 211L. An introduction to mechanics and thermodynamics. Designed for life and health science majors. (211 & 211L = CAN PHYS 2; 211, 211L & 212, 212L = CAN PHYS SEQ A)

211L Elementary Physics: Laboratory (1)

Corequisite: enrollment in the corresponding 211 lecture. Laboratory 211. (3 hours laboratory). Instructional fee required. (211 & 211L = CAN PHYS 2; 211, 211L, & 212, 212L = CAN PHYS SEQ A)

212 Elementary Physics (3)

Prerequisite: Physics 211 with a grade of "C" (2.0) or better. Corequisite: Physics 212L. An introduction to electricity and magnetism, wave motion and optics. Designed for life and health science majors. (212 & 212L = CAN PHYS 4; 211, 211L, & 212, 212L = CAN PHYS SEQ A)

212L Elementary Physics: Laboratory (1)

Corequisite: enrollment in the corresponding 212 lecture. (3 hours laboratory). Laboratory for 212. Instructional fee required. (212 and 212L = CAN PHYS 4; 211, 211L, & 212, 212L = CAN PHYS SEQ A)

225 Fundamental Physics: Mechanics (3)

Prerequisite: Mathematics 150A. Corequisite: Physics 225L. Classical Newtonian mechanics; linear and circular motion; energy; linear/angular momentum; systems of particles; rigid body motion; wave motion and sound. (225 & 225L = CAN PHYS 8; 225, 225L & 226, 226L & 227, 227L = CAN PHYS SEQ B)

225L Fundamental Physics: Laboratory (1)

Corequisite: enrollment in 225 lecture (3 hours laboratory). Laboratory for Physics 225. Instructional fee required. (225 & 225L = CAN PHYS 8; 225, 225L & 226, 226L & 227, 227L = CAN PHYS SEQ B)

226 Fundamental Physics: Electricity and Magnetism (3)

Prerequisites: Mathematics 150B and Physics 225 or equivalent; concurrent enrollment in Physics 226L required. Electrostatics, electric potential, capacitance, dielectrics, electrical circuits, resistance, emf, electromagnetic induction, magnetism and magnetic materials, and introduction to Maxwell's equations. (226 & 226L = CAN PHYS 12; 225, 225L & 226, 226L & 227, 227L = CAN PHYS SEQ B)

226L Fundamental Physics: Laboratory (1)

Corequisite: enrollment in 226 lecture (3 hours laboratory). Laboratory for Physics 226. Instructional fee required. (226 & 226L = CAN PHYS 12; 225, 225L & 226, 226L & 227, 227L = CAN PHYS SEQ B)

227 Fundamental Physics: Waves, Optics, and Modern Physics (3 or 1)

Prerequisite: Physics 226 with a grade of "C" (2.0) or better, or equivalent. Corequisite: enrollment in Physics 227L laboratory except for Biochemistry, Chemistry and Mechanical Engineering majors who may enroll for 1 unit credit (optics component). All others must enroll for 3 units credit. Geometrical and physical optics, wave phenomena; quantum physics, including the photoelectric effect, line spectra and the Bohr atom; the wave nature of matter, Schroedinger's equation and solutions; the Uncertainty Principle, special theory of relativity. (225, 225L & 226, 226L & 227, 227L = CAN PHYS SEQ B)

227L Fundamental Physics: Laboratory (1)

Corequisite: Enrollment in 227 lecture (3 hours laboratory). Laboratory for Physics 227. Instructional fee required. (225, 225L & 226, 226L & 227, 227L = CAN PHYS SEQ B)

300 Survey of Mathematical Physics (3)

Prerequisite: Mathematics 250A. Survey of mathematical techniques required for upper division physics courses including differential vector operators, complex variables, partial and ordinary differential equations, special functions, Fourier transforms and series, matrices and operators, probability and statistics.

301 Energy and the Environment (3)

Prerequisites: completion of general education requirement in physical science or earth and astronomical science. Basic physical principles applied to the generation and use of energy. Conventional and alternative energy sources. Environmental consequences of energy use, greenhouse effect, global warming. Energy conservation principles.

310 Thermodynamics, Kinetic Theory, and Statistical Physics (3)

Prerequisites: Physics 227 and 300. Laws of thermodynamics with physical, chemical and engineering applications; kinetic theory of gases. Introduction to statistical physics with reexamination of laws of thermodynamics.

315 Computational Physics (3)

Prerequisite: Physics 227. Previous computing experience recommended. Basic numerical methods in physics. Applications include curve fitting and minimization, numerical simulation of classical particles, waves and Fourier analysis, quantum square well, Monte Carlo methods and diffusion. Hands-on computing with high-level languages, graphics and symbolic mathematics. (1 hour lecture, 4 hours activity)

320 Classical Mechanics (4)

Prerequisites: Physics 227 and Physics 300. Classical mechanics and associated mathematical and numerical techniques: Newtonian dynamics; Lagrangian and Hamiltonian dynamics.

330 Electromagnetic Theory (4)

Prerequisites: Physics 227 and 300. Applications of vector calculus and Maxwell's equations to the propagation of EM waves in dielectrics, plasmas, and conductors. Selected topics in radiation, diffraction, and eigenfunction expansions of static and waveguide fields.

340 Modern Physics (4)

Prerequisites: Physics 227 and 300. A survey of modern physical theories, their experimental foundations and applications: special relativity; quantum physics of atoms, molecules, and nuclei; introduction to solid state physics.

380 Methods of Experimental Physics (3)

Prerequisite: Physics 226. Experiments using analog, digital, and integrated circuits including: filtering circuits, diodes, transistor amplifiers, operational amplifiers, triggers, and digital logic. Introduction to automated experimentation. (1 hour lecture, 6 hours laboratory). Instructional fee required.

411 Modern Optics (3)

Prerequisites: Physics 227 and 300. Wave propagation. Fourier optics, introduction to spatial filtering and image enhancement, lasers, analytical ray tracing, matrix methods in optics.

414 Physics of the Solar System (3)

Prerequisites: Physics 227 and 300. Physics 310 recommended. Solar system physics, including physical principles underlying current experiments in planetary science and space physics. Solar physics; planetary dynamics; experimental probes of planetary surfaces, interiors and atmospheres; physical constraints on theories of the solar system origin.

416 Thermal and Statistical Physics (3)

Prerequisites: Physics 227 and Physics 300. The disciplines of thermodynamics statistical mechanics and kinetic theory (and their applications); their unifying microscopic foundation.

454 Introduction to the Solid State of Matter (3)

Prerequisites: Physics 227 and 300. The physical properties of matter in the solid state, as explained by atomic theory. Crystal structure, thermal, electric and magnetic properties of metals, semiconductors, band theory and solid state devices.

455 Introduction to Quantum Physics (3)

Prerequisites: Physics 227 and 300. The concepts and theory of quantum physics. Early quantum theories, the Schroedinger equation, eigenvalue equations, operators, commutation properties, applications to simple quantum systems, angular momentum.

460T Advanced Topics in Contemporary Physics (3)

Prerequisites: upper-division standing in physics and consent of instructor and department chair. An advanced lecture course covering a field of physics of current interest not covered in other courses, such as plasma physics, superconductivity, solid state devices, fiber optics and photonics, astrophysics, subatomic physics. May be repeated for credit with a different topic.

471 Electronic Circuit Theory (3)

Prerequisites: Physics 227 and 300. Operating characteristics of transistors and semiconductor diodes. Linear circuit theory for alternating currents and for transient currents. Switching and pulse circuits. Digital electronics.

476 Atomic/Molecular Physics (3)

Prerequisite: Physics 340. Theory of atoms and small molecules including perturbation methods. Topics include the interaction of atoms and molecules with electric and magnetic fields and electromagnetic radiation, angular momentum coupling, antisymmetrization, and the spectroscopy of atoms and simple diatomic methods.

481 Experimental Physics (3)

Prerequisite: Physics 227; Physics 380 recommended. Techniques and methods of experimental physics including: use of sensors, transducers, time series, power spectra, phase sensitive detection, computer interfacing and signal conditioning. Experiments cover several areas of physics. (1 hour lecture, 6 hours laboratory). Instructional fee required.

482 Modern Optics Laboratory (3)

Prerequisites: Physics 227 and 300. Physics 380 and 411 recommended. Experiments in optics, including: Fourier optics, holography, fiber optics, diffraction, interferometry, laser physics, light scattering, optical detection including photon counting and photographic techniques. (1 hour lecture, 6 hours laboratory). Instructional fee required.

495 Internship (1-3)

Prerequisites: junior or senior standing in physics and consent of the chair. Professional physics work in industry or government, to provide an in-depth experience. Written report is required. May be repeated once for credit.

496 Student-to-Student Tutorials (1-3)

Prerequisites: upper-division standing and consent of chair. Students learn through teaching, increase mastery of subject matter, develop awareness of teaching problems and competence in teaching techniques. Consult "Student-to-Student Tutorials" in this catalog for more complete course description.

499 Independent Study (1-3)

Prerequisite: approval of study plan by department chair and instructor. Topic in physics, selected in consultation with and completed under the supervision of the instructor. May be repeated for credit to a maximum of six units.

510 Mathematical Physics (3)

Prerequisite: Physics 300. Advanced techniques in mathematical physics: calculus of variation, coordinate transformations, tensor analysis, special functions, series solutions of differential equations, orthogonal functions, partial differential equations, numerical techniques for the solution of differential equations, complex variables, integral transforms, probability, Monte Carlo methods.

520 Analytical Mechanics (3)

Prerequisites: Physics 330 and 510. Advanced techniques for solution of problems in classical mechanics: Lagrangian and Hamiltonian formulations of the equations of motion, variational techniques, conservation theorems, canonical transformations, Hamilton-Jacobi theory, numerical techniques, selected applications.

530A Electromagnetic Theory I (3)

Prerequisite: Physics 330. Corequisite: Physics 510. Classical electromagnetic theory: boundary value problems in electrostatics, multipoles, electrostatics of macroscopic media, magnetostatics, time-varying fields, Maxwell's equations, plane electromagnetic waves, and wave propagation.

530B Electromagnetic Theory II (3)

Prerequisites: Physics 510 and 530A. Advanced electromagnetic theory: wave guides and cavities, radiating systems, scattering, diffraction, relativistic effects, collisions between charged particles, radiation from moving charges, multipole fields, radiation damping, absorption and radiation by sound systems.

555A Quantum Physics I (3)

Prerequisites: Physics 340 and Physics 455 recommended. Corequisite: Physics 510. Principles and techniques of modern quantum mechanics, applications to simple three-dimensional systems, properties of angular momentum.

555B Quantum Physics II (3)

Prerequisites: Physics 510 and 555A. Co-requisite: Physics 520. Advanced topics in quantum physics: scattering theory, electron spin, perturbation theory and applications, approximation methods for time dependent problems, systems of identical particles.

560T Advanced Topics in Contemporary Physics (3)

Prerequisites: Physics 510 and consent of the instructor. Current advances and research topics in physics, including atomic physics, quantum electrodynamics, fiber optics/ photonics. May be repeated once for credit with a different topic.

597 Project (1-3)

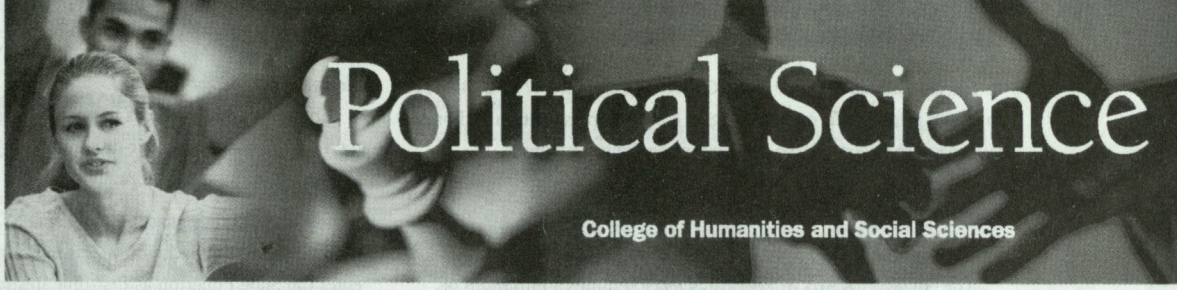
Planning, preparation, and completion of a project in partial fulfillment of the requirements for the master's degree. Credit to be obtained only upon formal completion of a project paper approved by the department graduate committee.

598 Thesis (1-6)

Planning, preparation and completion of an acceptable thesis in partial fulfillment of the requirements for the master's degree. Credit to be obtained only upon formal submission of thesis.

599 Independent Graduate Research (1-3)

Prerequisite: written approval of study plan by department committee and by instructor. Open only to graduate students and only with consent of a faculty member. May be repeated for credit.



Political Science

College of Humanities and Social Sciences

DIVISION OF POLITICS, ADMINISTRATION, AND JUSTICE

DIVISION CHAIR

Phillip Gianos

DIVISION OFFICE

University Hall 511

DEPARTMENT WEBSITE

http://hss.fullerton.edu/polisci

PROGRAMS OFFERED

Bachelor of Arts in Political Science

Minor in International Politics

Minor in Law, Politics, and Society

Minor in Political Science

Master of Arts in Political Science

FACULTY

Michelle Arsneault, Keith Boyum, Chad Briggs, Vincent Buck, Bert Buzan, Phillip Gianos, Alana Northrop, Paul Peretz, Mark Redhead, Choudhury Shamim, J. Owens Smith, Raphael Sonenshein, Stephen Stambough, Barbara Stone, Yuan Ting, Bruce Wright, Jon Yinger.

ADVISERS

The department emphasizes proper advisement, and all majors are strongly urged to talk with an adviser as soon as possible after entering the program. The adviser helps with study plans, and gives information about career possibilities, including law and other graduate schools, postbaccalaureate fellowships and scholarships, and job possibilities in local government.

INTRODUCTION

Political science is the study of people's behavior as it relates to power and public organizations. The discipline is normally divided into six subfields:

Political philosophy, which deals with normative questions about how power should be used and distributed, rights and obligations, the nature of justice and the ideal state.

American politics, which is concerned with campaigns and elections, parties, elected executives, legislative processes, and issues of public policy.

Public administration, the role played by public employees in policy making, planning, personnel management, taxation and finance, and in responding to the needs and problems of communities and the nation.

Public law, which involves the judicial process, civil rights and liberties, and the significance of such terms as equal opportunity and due process in the United States.

Comparative government, which raises the same questions of politics, administration and law about other countries, and moves toward conclusions based on comparisons between them.

International politics, which is concerned with relations between the states and other international actors such as multinational corporations and the United Nations and with the underlying realities of power, based on resources, wealth, military preparedness and national security.

A major in political science prepares students for law school, government employment on the local, state and national levels, foreign service, teaching, business, journalism, or leadership in civic and political activities.

For pre-law students, the department provides a series of law-related courses numbered in the 370 and 470 series (see course descriptions). There is a prelaw adviser and an active Prelaw Society which enables students to make close and direct contact with the work of attorneys, judges, etc. The department is closely tied to the College Legal Clinic, which provides free legal advice for students and others who cannot afford the usual costs.

INTERNSHIPS

The department offers a variety of internships. Each one involves students working in an agency or political organization, and meeting on campus to discuss and analyze their experiences. All students are encouraged to take an internship. Students may repeat an internship or take two internships. Internship courses are numbered 298, 491, 492, 497 and 498 (see course descriptions).

POLITICAL SCIENCE HONORS PROGRAM

The department honors program provides an enriched learning experience for a selected group of students and encourages closer interaction between these students and faculty members in specialized fields of interest. Eligibility requires senior standing, a major in political science, 3.0 overall grade point average and 3.25 grade point average in all political science course work, plus recommendation for admission to the program from a faculty member in the department.

CREDENTIAL INFORMATION

The bachelor's degree in political science may be effectively combined with subject matter studies necessary for the single subject teaching credential in social studies. Undergraduates are encouraged to work with the department adviser and/or the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. Postgraduate students should contact the Admission

to Teacher Education office in the College of Education (714-278-3411) to obtain information on attending an overview presentation and orientation and then contact the department credential adviser.

BACHELOR OF ARTS IN POLITICAL SCIENCE

Basic Requirements

The Bachelor of Arts in Political Science requires a minimum of 120 units, which includes courses for the major, General Education, all university requirements, and free electives. The major consists of 48 units: 39 units in Political Science and 9 upper-division units in related disciplines such as American studies, anthropology, criminal justice, economics, geography, history, philosophy, psychology, sociology and statistics. Work in related fields must be approved in writing by one of the department's undergraduate advisers or the chair. Political Science 100, a graduation requirement for all students, is not part of the major, but is a prerequisite to further work in political science. Not more than 12 units total may be in the lower division. In addition, nine additional adviser-approved upper-division units are required in related disciplines, such as American studies, anthropology, criminal justice, economics, geography, history, philosophy, psychology, sociology, and statistics.

The following requirements apply to majors.

Introductory Requirements (3 units)

Political Science 200 Introduction to the Study of Politics

OR department-approved substitute

Political Philosophy Requirement (3 units)

Political Science 340 Political Philosophy

Breadth Requirements (12 units)

Choose four of the following five:

Political Science 310 Political Behavior and Motivation (3)

OR Political Science 315 Politics and Policy Making in America (3)

Political Science 320 Introduction to Public Management & Policy (3)

Political Science 330 Politics in Nation-States (3)

Political Science 350 World Politics in the 21st Century (3)

OR Political Science 352 American Foreign Policy (3)

Political Science 375 Law, Politics & Society (3)

Research Methods Requirement (3 units)

Choose one of the following:

Political Science 321 Research in Public Management (3)

Political Science 376 Legal Tools for Political Research (3)

Political Science 407 Polls, Statistics and Political Interpretation (3)

Related Fields (9 upper-division units)

Students must complete nine adviser-approved units in related disciplines.

Upper Division Writing Requirement

Political Science majors fulfill the university's upper-division writing requirement by completing two upper-division classes specially approved for this purpose. Please check with the department office for a current list of qualifying classes.

Electives for the Major (18 units)

Choose six other courses in political science sufficient to achieve a total of 39 units. The upper-division writing requirement is normally fulfilled by choosing appropriate electives.

Second Language Graduation Requirement

Students in the Bachelor of Arts in Political Science program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN INTERNATIONAL POLITICS

The minor consists of 18 units, of which 12 must be in political science. Twelve units must apply exclusively to the minor. Political Science 100, 200, 330 and 350 are required. The remaining units must be taken from Political Science 352 or 457, Communications 426, Economics 330, Economics 335, History 485, and Political Science 331, 431T, 434, 438, 451T, 456, 461, or 476. Students who wish to specialize in a specific geographical area are encouraged to investigate the possibility of taking related units in anthropology, economics, foreign languages, geography, history and literature, etc.

International Learning Opportunities in Political Science

The major in political science requires the completion of courses that focus upon international relations and non-American governments, and such materials also appear in other courses. For example, learning about American political processes can be made sharper through comparisons with other nations and with the international system. Interested students may also minor in International Politics.

In addition, the department warmly encourages students to study abroad. Typically, students find it convenient to fit course credits earned at a foreign university to the CSUF major or minor in political science. An adviser can help to identify how best to do this.

MINOR IN LAW POLITICS AND SOCIETY

The minor requires 18 units. Course requirements include Political Science 375 Law, Politics and Society (3 units) and 15 units of electives. From the following list, students take at least one course from at least three different departments, and no more than three courses from any one department. All courses listed carry three semester units of credit:

Criminal Justice 330 or Sociology 413; Criminal Justice 465, 485, 486; Chicana/o Studies 360; History 480, 484; Philosophy 355; Political Science 472, 473, 474, 475, 476, 492; Psychology 317; Sociology 365. Twelve units must apply exclusively to the minor.

MINOR IN POLITICAL SCIENCE

The minor is composed of 18 units in political science courses, 12 of which are upper-division political science courses. Political Science 100, a graduation requirement, counts toward the minor. Twelve units must apply exclusively to the minor.

MASTER OF ARTS IN POLITICAL SCIENCE

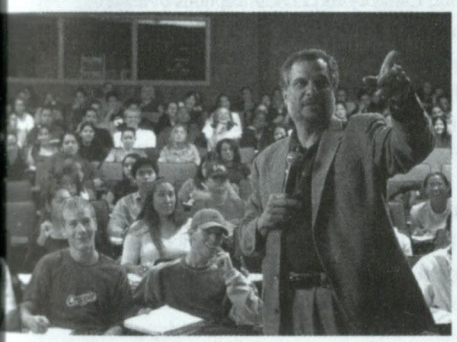
The degree is designed both to enlarge and deepen the competence of political science students. It is especially planned for the professional improvement and advancement of high school and community college teachers, government employees, and military personnel. It also prepares students for entering a doctoral program in political science or for law school. The M.A. program provides training and preparation for journalists, special librarians, and research staffers and for all people active in civic affairs and political life.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Admission to Graduate Standing: Conditionally Classified

University requirements include a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted.



In addition to the university requirements, acceptance into the M.A. in the political science program requires a grade-point average of 3.0 in the major field and in all political science courses. If the major is not in one of the social sciences, the GPA requirement also applies to upper-division social science courses taken. If a student's GPA does not meet these criteria, the student may appeal to the department's graduate committee for a waiver.

Normally, admission to the master's program requires that a student possess a bachelor's degree in political science, or a minor in political science, or a major in an allied social science field with a minimum of 15 units of political science courses. For those without such a background, the M.A. Coordinator may require the applicant to take a group of upper-division political science courses at the 300 and/or 400 level (not more than nine units of which will be at the 300 level) prior to admission to the program. This requirement is to assure that the student will be prepared for graduate-level work in the discipline of political science.

In addition to the above requirements, applicants need to submit a writing sample to the M.A. Political Science Coordinator.

Graduate Standing: Classified

A student admitted to conditionally classified status may apply for classified standing which requires development of an approved study plan prior to completion of nine units. Refer to the "Graduate Regulations" section of this catalog for further information on classified standing and general study plan requirements.

Study Plan

Each candidate for a degree should, in consultation with the graduate adviser, arrange for the appointment of a graduate committee, composed of three faculty members, one of whom will serve as chair. This committee will approve the study plan, conduct the examination(s) and supervise the thesis if the student chooses that option.

As a requirement for admission to classified standing, the student, in cooperation with the graduate program adviser, must develop a study plan of 30 units of course work:

1. 15 units of required seminar work in political science. Students are required to take a minimum of one seminar each semester until completion of the entire sequence.

   Scope and Theory of Political Science

   Political Science 540 Seminar Readings in Political Philosophy (3)

   Political Science 541 Seminar in Contemporary Political Theory (3)

   American Politics/Public Affairs

   Political Science 511 Seminar in American Politics (3)

   Political Science 519 State and Local Government (3)

   OR Political Science 509 Administrative Organization and Process (3)

   OR Political Science 525 Seminar in Metropolitan Area Government (3)

   OR Political Science 528 Seminar in Public Administration and Policy (3)

   Cross-National Politics

   Political Science 530 Seminar in Cross-National Politics (3)

2. 15 units of elective course work in political science (adviser-approved 400 and/or 500-level classes). These will normally be classes in a student's chosen area of specialization. They may include, where appropriate, 599 Independent Graduate Research (6 units maximum) and either 597 Project (3 units) or 598 Thesis (3-6 units).

   No more than nine units taken prior to classified standing may be applied to a student's study plan. No more than nine units taken at another institution may be transferred, and these must be approved by the adviser, committee and Office of Graduate Studies.

Research Skills

Each candidate must demonstrate one of the following:

1. Reading knowledge of a foreign language. Students must complete this requirement by passing an examination.
2. Proficiency in quantitative research skills, including data analysis and research design as demonstrated by successful completion of Political Science 407 Polls, Statistics and Political Interpretation, or its equivalent.

Comprehensive Examinations

All students will successfully complete written and oral examinations in Scope and Theory of Political Science, American Politics/Public Affairs and Cross-National Politics. All three sections must be successfully completed or the entire examination must be retaken. The examination has a written and an oral component. A student who does not pass the written portion is ineligible to take the oral test. The examina-

tions may be retaken only once after an initial failure.

For advisement and further information, consult the M.A. in Political Science adviser.

POLITICAL SCIENCE COURSES

Courses are designated as POSC in the class schedule.

Political Science 100 or its equivalent is the prerequisite for all upper-division political science courses. Prerequisites may be waived only with consent of instructor.

100 American Government (3)

People, their politics, and power; contemporary issues, changing political styles and processes, institution and underlying values of the American political system. Satisfies state requirements in U.S. Constitution and California state and local government. (CAN GOVT 2)

200 Introduction to the Study of Politics (3)

An introduction to the study of politics in general, not simply American politics. Explores the many faces of politics all over the world, examining its relationship to morality, culture, economics, justice and international affairs both theoretically and practically.

298 Political Externship (3)

Politics for the non-major or beginning political science student. Work in campaigns or in the offices of elected public officials; supervision by faculty and cooperating agency; seminars and individual conferences. May be repeated once.

300 Contemporary Issues in California Government and Politics (3)

Prerequisite: Poli Sci 100 or its equivalent. The political process in state and local institutions; crisis in the cities, flight to the suburbs and race relations. Comparisons will be made with other states and their subdivisions. Satisfies state requirement in California state and local government.

309 Introduction to Metropolitan Politics (3)

Prerequisite: Poli Sci 100 or its equivalent. The inner city and suburbia. Political processes: power in the city, the urban-suburban relationship, political fragmentation, and the national government in urban areas.

310 Political Behavior and Motivation (3)

Prerequisite: Poli Sci 100 or its equivalent. The analysis of issues and divisions in American politics. Focus on race, class, ideology and party.

312 Contemporary Issues in Conflict (3)

Prerequisite: Poli Sci 100 or its equivalent. Through opinionated debate and discussion between two professors with opposing viewpoints, we will explore current conflicts in federal and state elections, as well as other public issues. Open discussion will be encouraged.

315 Politics and Policy Making in America (3)

Prerequisites: Poli Sci 100 or its equivalent and completion of General Education Category III.C.1. Federal domestic policy making. The structure, functions and relationships among American national institutions, including executive, legislative and judicial branches, media, political parties and pressure groups.

317 Black Politics (3)

(Same as Afro-Ethnic 317)

320 Introduction to Public Management and Policy (3)

Prerequisites: Poli Sci 100 or its equivalent and completion of General Education Category III.C.1. Introduction to the field of public administration. The course emphasizes current trends and problems of public sector agencies in such areas as organization behavior, public budgeting, personnel, planning, and policy making. Examples and cases from the Criminal Justice field are emphasized. (Same as Criminal Justice 320)

321 Research in Public Management (3)

Prerequisite: Poli Sci 100 or its equivalent and Poli Sci 320 (may be taken concurrently). Research concepts, computer applications and information management applied to public administration and policy analysis. Instructional fee.

322 Leadership for Public Service (3)

Prerequisites: Poli Sci 100 or its equivalent, 200, or other course that fulfills General Education Category III.C.1. Conceptions of leadership as applied in governmental and nonprofit sectors. Types of leader; tools for leaders; leadership in public policy-making settings. Includes student project and extend leadership concepts; participation in CSUF Student Leadership Institute or similar activity. (Same as Criminal Justice 322).

330 Politics in Nation-States (3)

Prerequisites: Poli Sci 100 or its equivalent and completion of General Education Category III.C.1. Compares patterns of political behavior and interaction in various political systems.

331 Third World Politics Through Literature (3)

Prerequisite: Poli Sci 100 or its equivalent. Examines comparative political life and circumstances of developing countries as depicted in their literature. In this literature we see the political problems, cultural underpinnings and governmental structures as they affect Third World peoples in their struggle to survive and grow.

340 Political Philosophy (3)

Prerequisites: Poli Sci 100 or its equivalent and completion of the General Education Category III.B.2. The major thinkers in the Western tradition of political philosophy from Plato to the present; the principal concepts and theories.

350 World Politics in the 21st Century (3)

Prerequisites: Poli Sci 100 or its equivalent. Political relationships among governments and other participants within the global system: internal and external factors influencing foreign policies of the great powers, their allies and minor powers; role of non-state actors such as the United Nations, multinational corporations and liberation movements.

352 American Foreign Policy (3)

Prerequisites: Poli Sci 100 or its equivalent and completion of General Education Category III.C.1. United States foreign policy since World War II. Institutions and bureaucracies of foreign policy decision-making, military and national security policy, domestic sources of foreign policy.

361 Model United Nations (3)

Prerequisites: Poli Sci 100 or its equivalent and prior MUN experience or consent of instructor. A practical decision making course where students participate in the national MUN conference in New York and others in California. The focus is on current politics in the UN and delegate preparation with emphasis on the art of lobbying, negotiation, bargaining and diplomacy.

375 Law, Politics and Society (3)

Prerequisites: Poli Sci 100 or its equivalent and completion of General Education Category III.C.1. Law as emergent from political processes, rooted within social norms and communities. Law as a feature of the modern state, a tool for seeking advantage, domination and/or liberation. An overview of legislative, judicial, administrative, and other political processes that produce law.

376 Legal Tools for Political Research (3)

Prerequisites: Poli Sci 100 or its equivalent and Political Science 375 (may be taken concurrently) or consent of instructor. Research concepts, techniques and legal tools applied to an individual research project in public law. Useful prelaw course.

403 Politics and Policy in Sacramento (3)

Prerequisites: Poli Sci 100 or its equivalent and completion of General Education Category III.C.1. The nature of policy making in California's state capital. Persistent policy themes and constraints; current issues in education policy. Required three-day trip to Sacramento for seminars and policy briefings. Class times prior to Sacramento visit may vary.

405 Campaigns and Elections (3)

Prerequisite: Poli Sci 100 or its equivalent. An exploration of modern political campaigns in America focusing on new types of candidates and electoral organizations; money, media and consultants; and methods of predicting and interpreting election results.

407 Polls, Statistics and Political Interpretation (3)

Prerequisite: Poli Sci 100 or its equivalent. Quantitative research methods in political science. Introduction to research design and statistical measures employed in analyzing social science research data.

408 The Politics of Los Angeles (3)

Prerequisite: Poli Sci 100 or its equivalent. An examination of politics in Los Angeles, with special attention to race, class, ethnicity, and power. Comparative view places Los Angeles in big-city politics and in global perspective.

410 Political Parties (3)

Prerequisite: Poli Sci 100 or its equivalent. The structure and methods by which the political parties operate in the American political system with some comparisons to their structure and operation in other democratic societies.

411 Art of Administration (3)

Prerequisite: Poli Sci 100 or its equivalent. Public administration as "art" rather than "science." Administrative novels and other fictional literature, and other audio-visual media.

412 Practicing Politics (3)

Prerequisite: Poli Sci 100 or its equivalent. Politics as practiced and understood by practitioners of the art. A seminar which features guest lecturers and focuses on electoral politics.

416 Presidents and the Presidency (3)

Prerequisite: Poli Sci 100 or its equivalent. Presidential power, the resources on which that power is based, and the limitations on the use of that power. The relations between the President and Congress, the bureaucracy, the press and the public.

417 Film and Politics (3)

Prerequisite: Poli Sci 100 or its equivalent. American politics from the Twenties to the present as seen through eyes of film-makers. Besides viewing films, students will read material relevant to films and write several papers linking film themes to the literature of American politics.

421 Government and the Economy (3)

Prerequisite: Poli Sci 320 or any economics course. Reviews regulation and deregulation of business. Explores industrial policy. Examines government taxes and expenditures. Emphasis on national government.

422 Human Resources Management (3)

Prerequisite: Poli Sci 320. Civil service and the merit system; recruitment procedures and examinations; position classification, salary structures, retirement plans, in-service training, employee organizations and personnel supervision. Examples and cases from the Criminal Justice field emphasized. Emphasis on themes and topics from Criminal Justice. (Same as Criminal Justice 422)

423 Gender Issues in Public Management (3)

Prerequisite: Poli Sci 320 or consent of the instructor. Explores disparities in public employment related to gender, including leadership, mentoring, recruitment, training, decision-making, and discrimination. Attention to topics of current interest including "sticky floors and glass ceilings," comparable worth, and diversity.

427 Policy-Making: Urban/Metropolitan Issues (3)

Prerequisite: Poli Sci 100 or its equivalent. Policy issues and alternatives in urban and metropolitan problem areas such as law enforcement, transportation, housing or poverty.

431T Government and Politics of a Selected Area (3)

Prerequisite: Poli Sci 100 or its equivalent. A systematic analysis of individual nation-states set against the backdrop of history, culture and economic circumstances in each case. May be repeated for credit.

434 China and Japan: Friends or Foes? (3)

Prerequisite: Poli Sci 100 or its equivalent. A comparison of the politics of Japan and China illuminates both similarities and differences in the premises, processes and policies of these two Asian giants.

437 Latin American Politics (3)

Prerequisite: Poli Sci 100 or its equivalent. Systematic analysis of government and politics in selected Latin American states. Considers democratization, state structures, relation of politics to economics and alternative theories and approaches to comparative political analysis as applied to a region marked by ethnic and racial diversity.

438 Western European Democracies (3)

Prerequisite: Poli Sci 100 or its equivalent. A comparative study of the government and politics of Western European democracies, including their cooperation within the European Union. Domestic as well as foreign policies will be analyzed.

442T Problems in Political Philosophy (3)

Prerequisite: Poli Sci 340 or 341 or its equivalent. Current issues and problems in political philosophy in the context of major global events and trends. See department for exact title and topics in a given semester. May be repeated for credit.

446 Corruption, Ethics and Public Policy (3)

Prerequisite: Poli Sci 100 or its equivalent. Ethical problems which face persons in the public service. The focus is on practical decision-making.

448 Media and Politics (3)

Prerequisite: Poli Sci 100 or its equivalent. This course examines the structure and influence of the media in campaigns and in government. Key topics include: the relationship between media and politicians; the use of campaign advertising; and the stature and limits of investigative journalism.

451T Problems in International Politics (3)

Prerequisite: Poli Sci 100 or its equivalent. Selected contemporary problems in world politics. See department bulletin for subject focus each semester. May be repeated for credit.

456 The National Security Establishment (3)

Prerequisite: Poli Sci 100 or its equivalent. Conflicting theories of national security, the functions of defense and intelligence bureaucracies in foreign and domestic policy making, problems of arms control and the dangers to democratic values and institutions posed by the technology of national security.

457 Politics of International Economics (3)

Prerequisite: Poli Sci 100 or its equivalent. The link between economics and international politics. The political economy of free trade and imperialism, of neo-colonialism and foreign aid.

460 The Chicano and Politics (3)

(Same as Chicana/o 460)

461 The United Nations and International Organizations (3)

Prerequisite: Poli Sci 100 or its equivalent. Structure, functions, and political processes of the United Nations, various specialized organizations such as the World Bank, and regional organizations such as the European Community.

472 The Judicial Process (3)

Prerequisite: Criminal Justice 300 or Poli Sci 375 or consent of instructor. The nature, functions and roles of courts. Roles of major participants in the American legal system, including judges, attorneys and citizens. The administration of justice as a system. (Same as Criminal Justice 472)

473 Introduction to Constitutional Law (3)

Prerequisite: Poli Sci 100 or its equivalent. The role of the courts, the presidency, Congress and the states within the U.S. constitutional system. Topics include judicial review, presidential impoundment and impeachment, presidential foreign and military powers, regulation of the economy and public morals, and congressional investigations.

474 Civil Liberties (3)

Prerequisite: Poli Sci 100 or its equivalent. Political analysis of case studies in constitutional rights and liberties with particular attention to relationships between the individual and government under the Bill of Rights and the 14th Amendment. Topics include economic regulation, criminal justice, privacy, gender and racial discrimination.

475 Administrative Law (3)

Prerequisite: Poli Sci 100 or its equivalent. Law as it affects public officials and agencies in their relations with private citizens and the business community. Case materials and regulatory practices.

476 International Law (3)

Prerequisite: Poli Sci 100 or its equivalent. Introduces the fundamentals or building blocks of international law and covers other selected topics that are traditionally identified as part of public international law.

478 Urban Planning Principles (3)

(Same as Geography 478)

481 Religion and Politics in the American Experience (3)

(Same as Comparative Religion 481) Not applicable for graduate degree credit.

484 Urban Planning Methods (3)

(Same as Geography 484)

485 Women and Politics (3)

Prerequisite: Poli Sci 100 or its equivalent. The changing political environment and women's role in elected, appointed and other public agencies; issues of particular concern to women, including family issues, comparable worth and other economic issues and political participation. Not applicable for graduate degree credit. (Same as Women's Studies 485)

492 Prelaw Internship (3)

Prerequisite: Poli Sci 100 or its equivalent. Designed to acquaint students with the legal profession. A supervised working commitment of eight hours weekly with an assigned individual or organization. (Same as Criminal Justice 492)

493 Teaching Internship (3)

Prerequisite: Poli Sci 100 or its equivalent. Prerequisites: completion of 27 units of Political Science. Integrative overview of American government or of the discipline of Political Science. Classroom instructional activities in freshman and sophomore introductory classes under faculty supervision. Designed for students interested in teaching government/political science.

494 Honors Tutorial in Politics (1)

Prerequisites: Poli Sci 100 or its equivalent, senior standing and admission to Honors in Political Science. This is the core course for the Honors in Political Science program. Attendance at presentations by political scientists and critiques thereof. The culminating research for the Honors work will be presented in the tutorial.

497 Internship in Public Administration (3)

Prerequisites: Political Science 320 or 509. Students work 12-20 hours per week as supervised interns in a public agency. Supervision by the faculty and cooperating agency. In addition, a weekly seminar.

498 Internship in Politics (3)

Prerequisites: Poli Sci 100 or its equivalent, political science concentration and consent of instructor. Students work 8-12 hours per week with elected officials or candidates for elective office. Individual supervision by the faculty and cooperating individuals. Interns meet with instructor by arrangement. May be repeated for credit.

499 Independent Study (1-3)

Prerequisite: open to advanced students in political science with consent of department chair.

503 Aging and Public Policy (3)

(Same as Gerontology 503 and Sociology 503)

509 Administrative Organization and Process (3)

For graduate students in public administration who have not had an introductory course in public administration. Organizational theory and practice, decision-making, systems analysis, performance evaluation and administrative improvement.

511 Seminar in American Politics (3)

Prerequisite: consent of instructor. The political process in the United States.

519 State and Local Government (3)

The structure, processes, functions and interrelationships of state and local governments in American society. State, county, municipal and special district government in California as compared with other states.

521 Seminar in Public Administration Theory (3)

The concepts, models and ideologies of public administration within the larger political system. Course restricted to students in their final six units of graduate work.

522 Seminar in Public Personnel Administration (3)

Topics in public personnel administration.

523 Administrative Research and Analysis (3)

Conceptual methods employed in administrative research and analysis: Organization and procedure of surveys, performance evaluation, social impact assessment, computer data analysis and report writing.

525 Seminar in Metropolitan Area Government (3)

Prerequisites: a course in basic statistics and Political Science 320 or 509. Political and policy issues facing metropolitan America, and the capacity of governmental institutions to handle urban problems.

526 Administration and Systems Management (3)

(Same as Gerontology 526).

528 Seminar in Public Administration and Policy (3)

Interplay between public policy and program administration in federal government. Discussion of administrators' role in policy development, administrative discretion in implementing policy, use of political resources by administrators.

529 Seminar in Public Management Analysis (3)

Application of quantitative techniques to management and planning of public organizations. Topics include network analysis, capacity management, management information systems, productivity measurement, forecasting, cost-benefit analysis, simulation and marketing.

530 Seminar in Cross-National Politics (3)

The integration of international relations and comparative politics, emphasizing the interdependence of nations and non-state actors in the world political system.

540 Seminar Readings in Political Philosophy (3)

Examination of the foundations of contemporary political science through readings in the classics of political philosophy.

541 Seminar in Contemporary Political Theory (3)

Analysis of contemporary trends in the study of politics. Emphasis on behavioral political science, criticisms of it and current empirical approaches to the study of politics.

551 Seminar in Theories of International Relations (3)

Prerequisite: graduate student status. An introduction to theories of international relations, including theories of the balance of power, deterrence, arms races, alliances, international organizations, globalization and human rights.

560 Seminar in Administration of Justice (3)

Development and evaluation of judicial and police administration. Analysis of criminal justice policies, identification of researchable issues, and examination of empirical research in the field. The unique properties of criminal justice management compared with public management generally.

571 Seminar in Public Finance (3)

Prerequisite: Poli Sci 509. Surveys state and local budgeting and taxes. Teaches local financial management and cost benefit analysis. Emphasis on local government in southern California.

572 Seminar in Public Sector Human Resource Management (3)

Students who have taken Political Science 422 for credit on study plan may not also take this course as part of study plan. Examines the political and legal environments of public personnel management, the general and career civil services and political appointment system and introduces the students to such personnel functions as selection, position classification, performance evaluation and compensation.

580 Emergency Management in Public Administration (3)

A comprehensive review of the state-of-the-art in prevention, warning, evacuation, rescue and recovery systems. Covers the development of public policy relating to land use planning, recovery and issues of liability; intergovernmental relations and effective planning.

582 Organizational Development and Change (3)

Prerequisites: Political Science 509 or 526. Covers perspectives and theories on organization change and development. Students will be introduced to a variety of concept skills, and tools necessary to achieve organizational goals, deal with change and become a successful change agent. (Same as Management 582).

590T Selected Topics in Political Science (3)

A detailed examination of a selected new or developing area of political science. Emphasis will be both on the relevant literature and on the preparation and presentation of research papers. May be repeated for credit when covering a different topic.

597 Project (3-6)

Prerequisite: consent of instructor. Repeat for credit allowed.

598 Thesis (3-6)

Prerequisite: consent of instructor.

599 Independent Graduate Research (1-3)

Prerequisite: consent of department chair. To be taken only after or concurrent with the completion of the required 15 units of graduate seminars.



Psychology

College of Humanities and Social Sciences

DEPARTMENT CHAIR

Daniel Kee

DEPARTMENT OFFICE

Humanities 830M

ADVISEMENT OFFICE

Humanities 507

OFFICE OF GRADUATE DEGREES AND UNDERGRADUATE PROGRAMS

Humanities 830L

DEPARTMENT WEBSITE

http://psych.fullerton.edu

PROGRAMS OFFERED

Bachelor of Arts in Psychology

Minor in Psychology

Master of Arts in Psychology

Master of Science in Psychology (Clinical)

FACULTY

Kristin Beals, Michael Birnbaum, Melinda Blackman, Iris Blandon-Gitlin, Chris Cozby, Peter Ebersole, David Gerkens, Allen Gottfried, Jinni Harrigan, Daniel Kee, Richard Lippa, William Marelich, Jack Mearns, Lisa Mori, Mindy Mechanic, Eriko Miyahara, Douglas Navarick, David Perkins, Nancy Segal, William Smith, Susan Sy, Jennifer Trevitt, Margaret White, Stanley Woll, Laura Zettel

ADVISERS

Undergraduate: Melinda Blackman, Jack Mearns, David Perkins, Margaret White

MA Coordinator: Melinda Blackman

MS Coordinator: Jack Mearns

INTRODUCTION

Psychology is a science that has as its central theme the study of behavior. Psychology involves studying how we interact with one another and our environment. Psychology is practical; it is concerned with improving our quality of life. To achieve these ends psychologists work in a broad range of research and applied settings. The psychology major is designed to provide each student with a comprehensive overview of the major fields of psychology and the methods used in psychological research. The major is also designed to assist the student in selecting elective courses which can form a concentration in an area of the student's interest. These specialty areas might include clinical/community, social, developmental/child/aging, industrial/organizational, learning/cognitive, biopsychology/health psychology and legal psychology. The major provides a basis for careers in a variety of psychology related occupations such as mental health agencies, hospitals, schools, businesses and public organizations. The major also prepares students for graduate training in fields such as clinical psychology; marriage, family therapy; teaching; social work; law; business and management; and public administration. The Psychology Department has its own web pages (http://psych.fullerton.edu) to introduce you to faculty members, describe courses and answer your questions. You may also call the Psychology Department at (714) 278-3514.

All students who declare psychology as their major should meet with one of the undergraduate advisement coordinators (Humanities Room 507, (714) 278-3102) during their first semester to develop a study plan. Students should also obtain a copy of the Psychology Department Student Handbook from the department office. Early consultation with an adviser is especially important for those interested in pursuing graduate training, careers in psychology or related fields, teaching credentials or a double major or minor.

Community College Transfer Students: A maximum of nine lower-division units of psychology courses may be applied toward the 41 units required for the psychology major. The nine units must fit the course description requirements listed in this catalog for Psych 101, 201 and 202. Additional lower-division units taken in psychology at a community college and approved by the university may be used for university credit for graduation; no course may be counted to satisfy both major requirements and General Education requirements (e.g., Psychology 101 cannot be used to fulfill the General Education Introduction to Social Sciences requirement, and a statistics course used to satisfy the General Education Mathematics requirement cannot be used to satisfy the major requirement of Psychology 201).

TEACHING CREDENTIAL INFORMATION

The bachelor's degree in psychology may be effectively combined with subject matter studies necessary for the multiple subject teaching credential (K-8). Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

BACHELOR OF ARTS IN PSYCHOLOGY

The Bachelor of Arts in Psychology requires a minimum of 120 units which includes courses for the major, General Education, all university requirements and free electives.

Lower-Division (9 units required)

Psychology 101 Introductory Psychology (3)

Psychology 201 Elementary Statistics (3)

Psychology 202 Research Methods in Psychology (3)

Upper-Division (32 units required)

Required Courses (26 units)

Two of the following experimental psychology courses (6 units):

Psychology 302 Learning and Memory (3)

Psychology 303 Sensation and Perception (3)

Psychology 304 Comparative Animal Behavior (3)

Psychology 305 Cognitive Psychology (3)

Psychology 306 Biopsychology (3)

One of the following laboratory classes (2 units):

Psychology 302L Laboratory in Learning and Memory (2)

Psychology 303L Laboratory in Sensation and Perception (2)

Psychology 304L Laboratory in Comparative Animal behavior (2)

Psychology 305L Laboratory in Cognitive Psychology (2)

Psychology 306L Laboratory in Biopsychology (2)

Two of the following four courses (6 units):

Psychology 331 Psychology of Personality (3)

Psychology 341 Abnormal Psychology (3)

Psychology 351 Social Psychology (3)

Psychology 361 Developmental Psychology (3)

One of the following classes (3 units):

Psychology 311 Educational Psychology (3)

Psychology 317 Legal Psychology (3)

Psychology 362 Psychology of Aging (3)

Psychology 391 Industrial/Organizational Psychology (3)

Each of the following three courses:

Psychology 300 Computer Applications in Psychology (3)

Psychology 461 Psychological Testing (3)

Psychology 495 Field Placement in Psychology (3)

Elective 300- and 400-Level Courses (6 units)

To correspond to your career goals and interests, a wide range of 300 and 400 level elective courses are available. These elective courses should be selected in consultation with a psychology department academic adviser.

One 300-level elective in Psychology (3 units)

One 400-level elective excluding Psychology 461, 495, and 496 (3 units)

Special Requirements

Each course counted toward the major must be completed with a grade of "C" (2.0) or higher. In addition, the overall minimum GPA must be 2.0 or greater for all units attempted in Psychology courses whether the course is counted toward the major or not; whether upper or lower division; or whether taken at CSUF or elsewhere.

No more than a total of three units of either Directed Empirical Research (Psychology 498) or Directed Library Research (Psychology 499) may be applied toward the major. No more than three units of Field Placement (Psychology 495) may be applied toward the major. Student-to-Student Tutorial (Psychology 496) may not be used toward the major, but three units of this course may be counted toward units to graduate from the university. A minimum of 21 units counted toward the major must have been completed in psychology at CSUF.

Second Language Graduation Requirement

Students in the Bachelor of Arts in Psychology program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN PSYCHOLOGY

Lower-Division (6 units)

Psychology 101 Introductory Psychology (3)

Psychology 202 Research Methods in Psychology (3)

Upper-Division (6 units)

One of the following courses (3 units):

Psychology 302 Learning and Memory (3)

Psychology 303 Sensation and Perception (3)

Psychology 304 Comparative Animal Behavior (3)

Psychology 305 Cognitive Psychology (3)

Psychology 306 Biopsychology (3)

One of the following courses (3 units):

Psychology 331 Psychology of Personality (3)

Psychology 341 Abnormal Psychology (3)

Psychology 351 Social Psychology (3)

Psychology 361 Developmental Psychology (3)

Electives (9 units)

Students completing the minor may choose 9 units of upper-division psychology courses, or 6 units of upper-division courses and Psychology 201 Elementary Statistics.

Special Requirements

Each course counted toward the minor must be completed with a grade of "C" (2.0) or higher. No more than a total of three units of either Directed Empirical Research (Psychology 498) or Directed Library Research (Psychology 499) may be applied toward the minor. Student-to-Student Tutorial (Psychology 496) may not be used toward the minor, but three units of this course may be counted toward units to graduate from the university. A minimum of 12 units counted toward the minor must have been completed in psychology at CSUF.

Other Minors

The Psychology Department is a participant in minors in Criminal Justice, Child and Adolescent Studies, Gerontology, Human Services and Women's Studies. Some course work may be applied to both the Psychology major and the minor. Twelve units in a minor must be

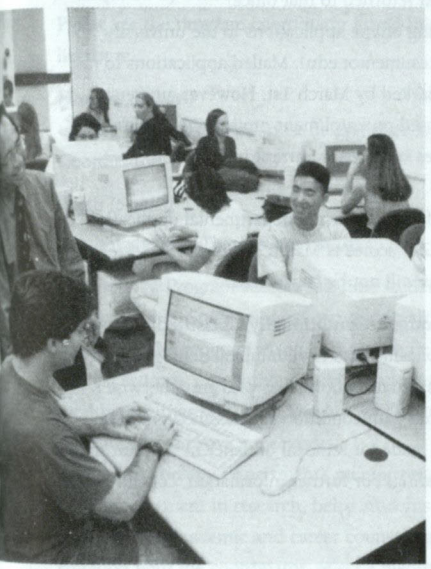
distinct and different from those in the Psychology major, so, in a 21-unit minor, nine units of Psychology may be double counted to satisfy requirements in both the major and the minor.

MASTER OF ARTS IN PSYCHOLOGY

The degree program provides advanced course work and research training in core areas of psychology. Completion of the M.A. can facilitate application to doctoral programs and provide skills important to careers in education, the health professions and industry.

Admission to Graduate Standing: Classified

An applicant who meets the requirements listed below, in conjunction with the development of an approved study plan, may be evaluated for classified graduate standing.



A. Satisfaction of the general prerequisites for graduate studies, which include a baccalaureate degree from a regionally accredited institution and a grade point average of at least 2.5 in the last 60 semester units attempted.

B. A minimum 2.5 overall grade-point average and a 3.0 average in psychology course work. Applicants are rarely admitted with less than a 3.0 overall grade-point average.

C. Approved lower-division equivalent courses in psychology:
   1. Introductory Psychology (e.g., Psychology 101)
   2. Elementary Statistics (e.g., Psychology 201)
   3. Research Methods in Psychology (e.g., Psychology 202)

D. Approved upper-division equivalent course work including classes in history of psychology (e.g., Psychology 408) and advanced statistics (e.g., Psychology 465). Also four additional psychology classes completed from the areas below; classes must be from four different areas and one must be a lab class:
   1. Learning and Memory
   2. Cognition/Information Processing
   3. Sensation & Perception/Physiological/Biological
   4. Social/Personality
   5. Abnormal/Clinical
   6. Developmental

E. Satisfactory performance in the General (Verbal, Quantitative, Analytical) and Advanced Subject/Psychology tests of the Graduate Record Examination (GRE).

F. Three satisfactory letters of recommendation. One must be from a psychology professor.

G. Meet the University's Writing Proficiency Requirement.

H. Research experience recommended.

Invitation to the program is based on competitive evaluation of qualifications and is at the sole discretion of the Psychology Department's Graduate Studies Committee. New students are admitted to the Master of Arts program in the fall only. Both the university and department applications must be completed on time for full consideration.

The deadline for completing online applications to the university is March 1st (see http://www.csumentor.edu). Mailed applications to the university must be postmarked by March 1st. However, university deadlines may be changed based on enrollment projections. Check the university graduate studies website for current information http://fullerton.edu/graduate/.

Departmental application forms may be obtained from the Graduate Office of the Psychology Department. The deadline for the return of the departmental application form and all supporting materials is March 1st.

Admissions to Graduate Standing: Conditionally Classified

It may be possible for an applicant with minimal deficiencies in prerequisite requirements, but who is otherwise highly qualified, to be admitted conditionally to the program. Provisions for the removal of these deficiencies would be outlined as part of the conditional acceptance. When the deficiencies have been successfully removed, a regular invitation to join the program as a classified graduate student may be offered after review by the department's Graduate Studies Committee.

Study Plan

The Master of Arts in Psychology requires a minimum of 30 units of approved graduate work, including the completion and acceptance by the department of a written thesis that has been defended orally.

Each student, in consultation with the graduate coordinator and a faculty mentor, will develop a program of study. This program will be outlined on an official university study plan form and submitted to the department's Graduate Studies Committee for review and approval.

Requirements for the M.A. in Psychology include the following 3-unit courses:

500-Level Courses (15 units)

Psychology 500 Issues and Perspectives in Psychological Research

Psychology 510 Experimental Design

Psychology 599 Independent Graduate Research

Two seminars from Psychology 520T Advanced Topics in Psychological Research

400-level Content Courses (9-12 units)

Three 400-level psychology classes must be completed, each from a separate category:*

Applied Research

Cognitive

*A list of qualifying classes for each category is available from the psychology graduate office. 500-level classes in psychology may be substituted with permission of the program coordinator.

Social/Personality/Industrial

Clinical

Developmental

Quantitative

Sensory Processes/Physiological/Biological

Thesis (3-6 units)

Psychology 598 Thesis Research (3 or 3/3 units)

Students must complete Psychology 500 within their first semester in the program. To be advanced to candidacy for the M.A. Degree, students must have received a grade of "B minus" (2.7) or better in all study plan classes and maintain a 3.0 grade-point average overall. A successful oral defense of the thesis is also required.

Following university regulations, a maximum of five years is normally allowed for completion of course work and other requirements.

For further details, contact the Graduate Program office in the Department of Psychology.

MASTER OF SCIENCE IN PSYCHOLOGY (CLINICAL)

The Master of Science program combines training in both scientific and applied areas of clinical psychology. It is based on the scientist-practitioner model. It prepares students both for professional work in a variety of settings and for doctoral training in academic and professional programs in clinical psychology. The M.S. program provides supervised research and clinical fieldwork experience. Completion of the course work prepares the student for Marriage, Family Therapy (MFT) intern registration. A small amount of additional course work must be taken to qualify the student for the MFT license.

Admission to Graduate Standing: Classified

An applicant who meets the following requirements may be considered for classified graduate standing upon development of an approved study plan:

A. Satisfaction of the general prerequisites for graduate work, which include a baccalaureate degree from a regionally accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see section of this catalog on Graduate Admissions for complete statement and procedures).

B. A minimum 2.5 overall grade point average and a 3.0 average in psychology. Applicants are rarely admitted with less than a 3.0 overall grade-point average.

C. A major in psychology* or approved equivalent course work including the following courses:

Lower-Division

Psychology 101 Introductory Psychology

Psychology 201 Elementary Statistics

Psychology 202 Research Methods in Psychology*

Upper-Division

Psychology 306 Biopsychology

Psychology 341 Abnormal Psychology*

Psychology 461 Psychological Testing*

Psychology 465 Advanced Psychological Statistics*

D. Satisfactory performance on both the General and Advanced Psychology Tests of the Graduate Record Examination.

E. Three satisfactory letters of recommendation.

F. Passing the university's EWP (Examination in Writing Proficiency).

G. Previous paid or volunteer clinical and research experience.

H. Completion of a selection interview.

New students are admitted to the Master of Science program in the fall only. Those to be admitted will be selected in the spring from the most qualified applicants, at the sole discretion of the department's Graduate Studies Committee. An interview of the finalists is required. In addition to the university application, a departmental application form, obtainable by mail from the Psychology Department's graduate office, must be completed and returned to that office.

The deadline for completing online applications to the university is March 1st (see http://www.csumentor.edu). Mailed applications to the university must be postmarked by March 1st. However, university deadlines may be changed based on enrollment projections. Check the university graduate studies website for current information http://fullerton.edu/graduate/.

The application deadline for the return of departmental application with all materials including GRE scores is March 1st for fall semester entry. Incomplete applications will not be considered.

Admission to Graduate Standing: Conditionally Classified

It may be possible for applicants who have minimal deficiencies in the prerequisite requirements detailed above, but who are otherwise highly qualified, to be admitted with conditionally classified graduate standing. Provisions must be made for removal of deficiencies prior to the granting of classified standing. For further information, consult the graduate program adviser.

Study Plan

The Master of Science in Psychology requires 50 units of approved graduate work, including the completion and acceptance by the department of a written thesis, which has been defended orally.

Students, in consultation with their program adviser, shall develop a study plan that will be submitted to the Graduate Studies Committee of the Department of Psychology for approval. To be advanced to candidacy, students must receive a grade of "B minus" (2.7) or better on all study plan courses and maintain a 3.0 grade point average overall.

Core Courses (10 units)

Psychology 501 Professional and Legal Issues in Clinical Psychology (3)**

Psychology 510 Research Design (3)

Psychology 520T Advanced Topics in Psychological Research (3)

Psychology 599 Independent Graduate Research (1)

Clinical Courses (28 units)

Psychology 545 Advanced Psychopathology (3)**

Psychology 547 Theories of Psychological Intervention (3)**

Psychology 548 Psychotherapy Techniques (3)**

Psychology 549 Marriage, Family and Child Therapy (3)**

Psychology 560 Child and Adolescent Treatment (3)**

Psychology 561 Clinical Psychological Assessment (3)**

Psychology 568 Substance Abuse (1)**

Psychology 569 Cross Cultural Psychology (3)**

Psychology 594A Fieldwork (3)**

Psychology 594B Fieldwork (3)**

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*Psychology majors are required to ensure that their coursework includes research methods, biopsychology, abnormal psychology, psychological testing, advanced statistics, and supervised research and clinical experience (fieldwork, internship or volunteer).

**Required by Board of Behavioral Science (BBS) for MFT licensure. Please see the program coordinator for additional courses necessary for licensure.

Electives (6 units)

Elective course work must be approved by the Graduate Program Coordinator.

Thesis (6 units)

Psychology 598 Thesis Research (6)

The M.S. Program accepts full-time students only. Part-time study is not possible. Students must complete course work in the prescribed sequence. The program involves intensive fieldwork experience in clinical settings, emphasizing careful supervision, which includes weekly meetings with both Psychology Department faculty and off-campus fieldwork supervisors.

The Psychology Department's mentor program facilitates students' early involvement in research, helps students develop their thesis topic, and provides academic and career counseling. New students, in consultation with the coordinator, select a mentor prior to their second semester in the program. Students may change mentors at any time by obtaining the agreement of the new mentor, informing the current mentor, and consulting with the Graduate Coordinator. It is anticipated that students' mentors will serve as their thesis advisers in the second year. However, students are free to select a different person for their adviser.

It should be noted that successful completion of course work is not sufficient to permit continuation in the program. In addition, faculty judgment must be satisfied with respect to the student's effectiveness, and professional and ethical behavior in dealing with clients. Continuation in the program is contingent upon satisfactory performance in all aspects of the program as judged by the Graduate Studies Committee.

PSYCHOLOGY COURSES

Courses are designated as PSYC in the class schedule.

101 Introductory Psychology (3)

Basic concepts, problems, and methods in psychology. Perception, learning, measurement, cognitive processes, development, motivation, personality, abnormal behavior, physiological and social psychology. Three hours of research participation required. It is recommended that students satisfy the ELM requirement before enrolling. (CAN PSY 2)

110 Reasoning and Problem Solving (3)

The nature of critical thinking, models and strategies; common fallacies of reasoning, self-regulation in the thinking process; application of critical thinking to specific areas.

201 Elementary Statistics (3)

Prerequisites: Psychology 101 and completed ELM requirement. Descriptive statistics, probability, hypothesis testing (t, chi-square, F), sampling distributions of mean and variance, correlation and regression, analysis of variance (one-way, and two-way, factorial design), interpretation of data. Includes application of statistical software to psychological data. (CAN PSY 6)

202 Research Methods in Psychology (3)

Prerequisites: Psychology 101, 201 and completed ELM requirement, and completion of a GE-certified college composition course; concurrent enrollment in Psychology 201 may be allowed by consent of instructor. The fundamentals of psychological research methods. Participation in conducting experiments, analyzing data, interpreting results, and writing research reports. (2 hours lecture, 3 hours laboratory)

300 Computer Applications in Psychology (3)

Prerequisites: completion of general education math requirement and prior completion or concurrent enrollment in Psychology 201 and 202. General introduction to the use of computers in psychology. Selection and use of application programs in research, statistics and testing will be emphasized.

302 Learning and Memory (3)

Prerequisites: Psychology 101, 201, 202, or consent of instructor. Students taking Psychology 302L concurrently must also have completed Psychology 300. Overview of theories and research in classical and operant conditioning, verbal learning, concept learning, and memory.

302L Laboratory in Learning and Memory (2)

Prerequisites: Psychology 101, 201, 202, 300 and 302 (or concurrent enrollment in Psychology 302), or consent of instructor. Laboratory course to accompany Psychology 302. Application of research methods to the study of topics in learning and memory. Empirical research will be designed, conducted, analyzed and interpreted. Written research reports required. (6 hours of laboratory).

303 Sensation and Perception (3)

Prerequisites: Psychology 101, 201, 202 or consent of instructor. Students taking Psychology 303L concurrently must also have completed Psychology 300. Detailed examination of anatomical, physiological, and psychological/behavioral aspects of sensation and perception in humans and other animals. Emphasis on all five basic senses: vision, hearing, touch, taste and smell.

303L Laboratory in Sensation and Perception (2)

Prerequisites: Psychology 101, 201, 202, 300 and 303 (or concurrent enrollment in Psychology 303), or consent of instructor. Laboratory course to accompany Psychology 303. Application of research methods to topics in sensation and perception. Empirical research will be designed, conducted, analyzed and interpreted in the context of existing theories. Written research reports required. (6 hours of laboratory).

304 Comparative Animal Behavior (3)

Prerequisites: Psychology 101, 201, 202 or consent of instructor. Students taking Psychology 304L concurrently must also have completed Psychology 300. Detailed study of human behavior in comparison with other animal species within an evolutionary context, including behavior genetics, sensory systems, development, communications, parental behavior, mating strategies, aggression, and social organizations. Field trips to local zoos required.

304L Laboratory in Comparative Animal Behavior (2)

Prerequisites: Psychology 101, 201, 202, 300 and 304 (or concurrent enrollment in Psychology 304), or consent of instructor. Laboratory course to accompany Psychology 304. Laboratory and field studies in animal behavior. Empirical research will be designed, conducted, analyzed and interpreted. Written research reports required. (6 hours of laboratory).

305 Cognitive Psychology (3)

Prerequisites: Psychology 101, 201, 202 or consent of instructor. Students taking Psychology 305L concurrently must also have completed Psychology 300. Overview of current theories and research in cognitive psychology, cognitive neuroscience, and cognitive science. Topics include perception and attention, imagery, memory, language, creativity, problem solving, reasoning, and decision making.

305L Laboratory in Cognitive Psychology (2)

Prerequisites: Psychology 101, 201, 202, 300 and 305 (or concurrent enrollment in Psychology 305), or consent of instructor. Laboratory course to accompany Psychology 305. Application of theoretical and experimental principles and findings in cognitive psychology. Empirical research will be designed, conducted, analyzed, interpreted, and presented. Written research reports required. (6 hours of laboratory).

306 Biopsychology (3)

Prerequisite: Psychology 101, 201 and 202 or consent of instructor. Students taking Psychology 306L concurrently must also have completed Psychology 300. Topics in biopsychology, including development of nervous system, neural activity, neurotransmitters, the synapse, sensory and motor systems, biological motives, sleep, brain damage, learning, language centers, neurology of mental illnesses, and drug effects in the brain.

306L Laboratory in Biopsychology (2)

Prerequisites: Psychology 101, 201, 202, 300 and 306 (or concurrent enrollment in Psychology 306), or consent of instructor. Laboratory course to accompany Psychology 306. Empirical research will be designed, conducted, analyzed, and interpreted involving areas of biopsychology. Written research reports required. (6 hours of laboratory).

310 Psychology of Women (3)

Prerequisites: Psychology 101. Survey of theories, research and implications for the psychological study of gender differences and similarities, particularly as pertains to the psychological characteristics and problems of women.

311 Educational Psychology (3)

Prerequisite: Psychology 101. Application of psychological research and theory to educational processes, including learning, motivation, individual differences, teaching methods and evaluation. This course is recommended for those interested in teaching careers.

312 The Psychology of Human Sexual Behavior (3)

Prerequisite: Psychology 101. Topics in human sexual behavior integrating sexuality as biological, social, clinical, and developmental. Surveys and statistics of sexual behavior, sexual orientation, gender identity, sexual variations, causes and treatment of sexual dysfunctions. Legal, moral, and social issues.

315 Evaluating Popular Psychology Concepts (3)

Prerequisite: Completion of the General Education Category I.C., Critical Thinking. Popular psychology viewpoints are evaluated for their logical coherence, their openness to scientific test, and whether they are supported by evidence. The difference between personal, experiential appeal and scientific validity are examined.

317 Legal Psychology (3)

Prerequisite: Psychology 101. A survey of issues in psychology and the law with an emphasis on the impact of social scientific evidence on the legal system. Topics include issues surrounding the death penalty, eyewitness testimony, jury decision-making, pretrial publicity, and the insanity defense.

322 African American Psychology (3)

(Same as Afro-Ethnic 322)

331 Psychology of Personality (3)

Prerequisite: Psychology 101. Broad survey of research, theory and assessment techniques in the area of personality.

341 Abnormal Psychology (3)

Prerequisite: Psychology 101. Symptoms, causes, treatment and prevention of mental problems; the anxiety disorders, the personality disorders, psychophysiological disorders, psychoses, substance use disorders, sexual disorders and organic disorders.

346 Asian American Psychology (3)

(Same as Asian American 346)

350 Environmental Psychology (3)

Prerequisite: Psychology 101 and completion of General Education Category III.C.1. or consent of instructor. Theory, research and method in the study of behavior-environment relationships. The influence of such variables as population density and urban design on human behavior.

351 Social Psychology (3)

Prerequisite: Psychology 101. Phenomena related to social behavior and social influences on behavior. Topics include social perception and cognition, attitudes and attitude change, attraction, altruism, aggression, interpersonal influence, and group processes.

361 Developmental Psychology (3)

Prerequisite: Psychology 101. Psychological and physical development, theories, methods and research findings regarding the development of perception, learning, cognition, intelligence, cognition, personality and social behavior.

362 Psychology of Aging (3)

Prerequisite: Psychology 101. Characteristics of humans during the adult years. Topics include physical, intellectual, cognitive, personal, social and psychological development, vocational and family changes, retirement and death.

363 Experimental Child Psychology (3)

Prerequisites: Psychology 101 and two of the following: Psychology 361, Child Development 312, 320, 325 or 330. Research methodology in developmental psychology. Critical examination of empirical studies. Design and execution of an empirical investigation. (2 hours lecture, 3 hours laboratory).

391 Industrial/Organizational Psychology (3)

Prerequisite: Psychology 101. The study of human behavior in the workplace. Traditional and current psychological principles applied to industrial, organizational and business settings will be explored. Selection, placement, training, work motivation, human factors, environmental influences, leadership, work stress, workplace violence, organizational communication, organizational development and consumer behavior will be studied.

408 History of Psychology (3)

Prerequisites: one of the following: Psychology 302, 303, 304, 305 or 306; and two of the following: Psychology 331, 341, 351 and 361. The development of psychology from early times to the present; major traditions and conceptual issues.

415 Cognitive Processes (3)

Prerequisites: Psychology 302, or 303, or 305. Advanced treatment of theory and research in such topics as attention, pattern recognition, memory, knowledge representation, language, decision-making, judgment, reasoning, and problem solving.

417 Psycholinguistics (3)

Prerequisite: six hours of upper-division work in psychology or linguistics, or consent of the instructor. Theory and research on the psychological processes that make possible language acquisition and use. Three major concerns are: comprehension of spoken and written language, speech production, and language acquisition. (Same as Linguistics 417)

431 Theories of Personality (3)

Prerequisite: Psychology 331. Traditional and contemporary theories of personality, including psychoanalytic, humanistic-existential, behavioral, trait and social interaction approaches.

461 Psychological Testing (3)

Prerequisites: Psychology 201, 202, 300 and senior status (completion of 80 or more units). Intelligence, aptitude, interest, and personality testing. Theory, construction, evaluation, interpretation and uses of psychological tests.

464 Advanced Developmental Psychology (3)

Prerequisites: Psychology 361 or Child Development 312 and consent of instructor. Review and analysis of major theoretical and empirical issues in child developmental psychology.

465 Advanced Psychological Statistics (3)

Prerequisites: Psychology 201, 202, and 300. General linear model, regression, analysis of variance techniques and applications to research design and evaluation of data.

466 Advanced Social Science Computer Applications (3)

Prerequisites: Psychology 201 and 300 or equivalent. Advanced computer applications focusing on topics such as web page development, data analysis, graphing, data bases, and on-line experimentation and data collection.

467 Multivariate Statistics for Psychology (3)

Prerequisite: Psychology 465 or consent of instructor. Multivariate analysis of variance, profile analysis, discriminant analysis, factor analysis, cluster analysis, multidimensional scaling, introduction to structural equations and hierarchical linear models, and applications to psychological research.

473 Sleep, Dreams, and Behavior (3)

Prerequisites: Psychology 306, 331, 341 or consent of instructor. The role of sleep and dreams in controlling awake behavior. Course topics include historical views/theories, the neurobiology of sleep and dreams, sleep-wake schedules, sleep disorders, and their relationships to cognitive, personality, and psychopathology.

474 Health Psychology (3)

Prerequisites: Psychology 101 and completion of 9 units of upper-division psychology courses. Role of psychology in prediction, prevention, and treatment of medical disorders, including stress and illness, psychoneuroimmunology, psychological aspects of chronic illnesses, behavioral medicine, physician-patient dynamics.

475 Psychopharmacology (3)

Prerequisites: Psychology 306 and 341, or consent of instructor. Basic principles underlying the therapeutic use of drugs and related substances to modify experience and behavior. Psychological, medical and social potentials/limitations of these pharmacotherapies in treating psychological disorders.

481 Survey of Clinical Psychology (3)

Prerequisites: Psychology 331, 341 or consent of instructor. Methods, diagnosis, therapeutic techniques, research, educational requirements, professional requirements, ethics.

495 Field Placement in Psychology (3)

Prerequisites: nine units of 300-level psychology courses at CSUF, a 2.0 GPA in psychology courses, and registration with the Center for Internships and Service Learning (CISL). The internship is a supervised experience, in which psychological principles or methods are applied in a fieldwork setting. There will be mandatory class meetings for students to discuss their experience and integrate psychological theory with practice. An orientation session and the fieldwork application must be completed at the CISL in the semester prior to enrollment. Required of majors.

496 Student-to-Student Tutorials (1-3)

Consult "Student-to-Student Tutorials" in this catalog for more complete course descriptions.

498 Directed Empirical Research (1-3)

Prerequisites: completion of one upper-division laboratory course in psychology and consent of instructor. Study plan must be approved by university census date. Individual laboratory investigation under direction of a faculty member. No more than three units of credit toward the major.

499 Directed Library Research (1-3)

Prerequisites: completion of at least one upper-division laboratory course in psychology and consent of instructor. Study plan must be approved by university census date. Individual library study under direction of a faculty member. No more than three units of credit toward the major.

500 Issues and Perspectives in Psychological Research (3)

Prerequisite: admission to the psychology graduate program and consent of instructor. Current theoretical, professional, and methodological issues in psychology.

501 Professional and Legal Issues (3)

Prerequisites: admission to the M.S. Psychology (clinical) program or consent of instructor. Introduction to methodological, ethical, and legal issues in the field of Clinical Psychology.

510 Research Design (3)

Prerequisites: Psychology 201, 465 and admission to a psychology graduate program or consent of instructor. Principles and methods of planning and carrying out systematic psychological research, interdependence of research design and statistical evaluation of results. Practice in formulation of testable hypotheses.

520T Seminar: Advanced Topics in Psychological Research (3)

Prerequisite: admission to a psychology graduate program or consent of instructor. Content of seminar may vary each semester. A topic is selected for in-depth study from one or more specialty areas within the field of psychology. May be repeated for credit.

543 Advanced Lifespan Development (3)

Prerequisite: admission to the M.S. Psychology (Clinical) program or consent of the instructor. In-depth study of advanced lifespan development, theory and research.

545 Advanced Psychopathology (3)

Prerequisites: Psychology 341 or equivalent and admission to either the M.S. Psychology (Clinical) program or the M.A. Psychology program or consent of instructor. In-depth study of diagnosis, etiology theories, research and prevention of adult and child psychopathology.

547 Theories of Psychological Intervention (3)

Prerequisite: admission to M.S. Psychology (Clinical) program or consent of instructor. In-depth coverage of psychotherapy. Principle theoretical approaches covered are: psychodynamic, humanistic, and behavioral/ cognitive behavioral.

548 Psychotherapy Techniques (3)

Prerequisite: admission to the M.S. Psychology (Clinical) program or consent of the instructor. A skills course in conducting diagnostic interviews and basic therapeutic techniques. Role playing and video feedback will play a central role in course. (2 hours lecture, 3 hours laboratory)

549 Marriage, Family and Child Therapy (3)

Prerequisite: completion of first year in M.S. Psychology (Clinical) program. Marriage, family and child therapy: theory, techniques and research.

560 Child and Adolescent Treatment (3)

Prerequisite: satisfactory completion of the first semester of the M.S. Psychology (Clinical) program. Specific therapy techniques, including behavioral, and general approaches to the treatment of children and adolescents.

561 Clinical Psychology Assessment (3)

Prerequisite: Psychology 461 and admission to the M.S. Psychology (Clinical) program or consent of instructor. Coverage of theory, administration, scoring and interpretation of measures of intelligence and objective personality inventories.

568 Substance Abuse (1)

Prerequisite: admission to the graduate program or consent of instructor. The impact of alcoholism and drug abuse on the individual, family and community, clinical skills in the diagnosis and treatment of substance abuse, and research on diagnosis and outcome.

569 Cross-Cultural Psychology (3)

Prerequisites: completion of Psychology 545 and Psychology 547 or consent of instructor. An in-depth study of cross-cultural issues as they apply to clinical psychology, specifically psychotherapy. Practical, research and theoretical issues will be examined.

594A Fieldwork (3)

Prerequisite: satisfactory completion of first year's work in the M.S. Psychology (Clinical) program. Supervised clinical work in mental health agencies. (Minimum of 12 hours field experience per week.)

594B Fieldwork (3)

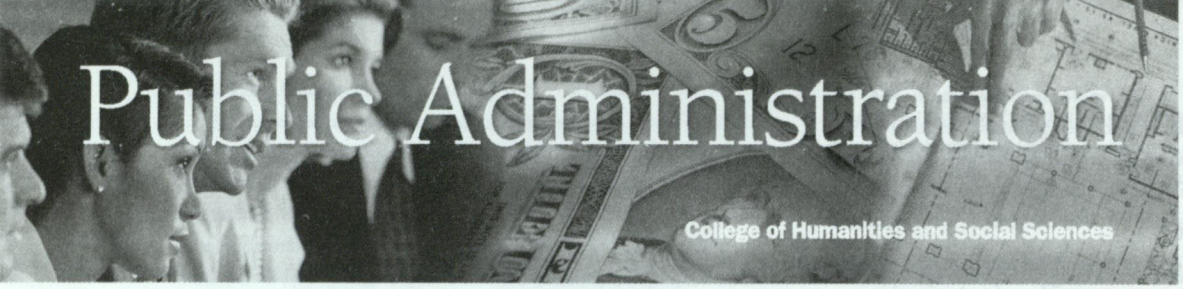
Prerequisite: satisfactory completion of first year's work in the M.S. Psychology (Clinical) program. Supervised clinical work in mental health agencies. (Minimum of 12 hours field experience per week.)

598 Thesis Research (3 or 6)

Prerequisites: formal advancement to candidacy and consent of instructor. Development of a proposal for a major piece of empirical research, execution of the study, analysis of the results and writing of a thesis.

599 Independent Graduate Research (1-3)

Prerequisites: admission to a psychology graduate program and consent of instructor. Empirical research in a selected area of psychology. Designed, conducted and written by the student with the collaboration of a member of the faculty. May be repeated for credit.



DIVISION OF POLITICS, ADMINISTRATION AND JUSTICE

DIVISION CHAIR

Phillip Gianos

DIVISION OFFICE

University Hall 511

DEPARTMENT WEBSITE

http://hss.fullerton.edu/polisci

PROGRAMS OFFERED

Bachelor of Arts in Public Administration

Minor in Public Administration

Master of Public Administration

Concentrations in:

- Human Resources
- Public Finance
- Urban Management
- Criminal Justice

FACULTY

Rhonda Allen, Michelle Arsneault, Keith Boyum, Chad Briggs, Vincent Buck, Bert Buzan, Phillip Gianos, Alana Northrop, Paul Peretz, Mark Redhead, Choudhury Shamim, J. Owens Smith, Raphael Sonenshein, Stephen Stambough, Barbara Stone, Yuan Ting, Bruce Wright, Jon Yinger.

INTRODUCTION

Political Science is the study of people's behavior as it relates to power and public organizations. Public administration, which is both a subfield of political science and a separate discipline, is concerned with the role played by public employees in policy-making, planning, personnel management, taxation and finance, and in responding to the needs and problems of communities and the nation.

A major in public administration features focused study and preparation for service in public agencies or in nonprofit organizations. Public administration majors study the larger political environment of public service, and the concepts and goals which underline such functions as budgeting, personnel, policy analysis and management. Students without professional public service backgrounds gain experience through the government internship.

ADVISERS

The Division of Political Science and Criminal Justice emphasizes proper advisement, and all graduate and undergraduate students are strongly urged to talk with an adviser as soon as possible after entering the program. The adviser helps with study plans, and gives information about career possibilities, postbaccalaureate fellowships and scholarships, and job possibilities in local government.

Graduate Program Adviser: Dr. Paul Peretz

INTERNSHIPS

The Division offers a variety of internships. Each one involves students in working in an agency or political organization, and in meeting in an on-campus seminar to discuss and analyze their experiences. The internship in Public Administration is numbered Political Science 497 and is required of all majors without public service administrative experience.

CREDENTIAL INFORMATION

The bachelor's degree in public administration may be effectively combined with subject matter studies necessary for the single subject teaching credential in social studies. Under-graduates are encouraged to work with the department adviser and/or the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. Postgraduate students should contact the Admission to Teacher Education office in the College of Education (714-278-3411) to obtain information on attending an overview presentation and orientation and then contact the department credential adviser.

BACHELOR OF ARTS IN PUBLIC ADMINISTRATION

Basic Requirements

The Bachelor of Arts in Public Administration requires a minimum of 120 units, which includes courses for the major, General Education, all-university requirements, and free electives. Political Science 100, a graduation requirement for all students, is not part of the political administration major, but is a prerequisite to further work in political science and public administration. The major consists of 39 units of political science and public administration, all at the upper-division. In addition, nine upper-division units are required in related disciplines, such as American studies, anthropology, criminal justice, economics, geography, history, philosophy, psychology, sociology, and statistics. Work in related fields must be approved in writing by one of the department's undergraduate advisers.

Core Requirements (9 units)

Political Science/Criminal Justice 320 Introduction to Public Management (3)

Political Science 421 Government and the Economy (3)

Political Science/Criminal Justice 422 Human Resources Management (3)

Computer Applications and Statistics Requirements (6 units)

Political Science 321 Research in Public Management (3)

Political Science 407 Polls, Statistics and Political Interpretation (3)

Urban and Public Policy Requirements (9 units)

Political Science 300 Contemporary Issues in California Government and Politics (3)

Political Science 309 Introduction to Metropolitan Politics (3)

Political Science 315 Politics and Policy Making in America (3)

Political Science 322 Leadership for Public Service (3)

Political Science 352 American Foreign Policy (3)

Political Science 403 Politics and Policy in Sacramento (3)

Political Science 408 The Politics of Los Angeles (3)

Political Science 411 Art of Administration (3)

Political Science 427 Policy-Making: Urban/Metropolitan Issues (3)

Political Science 446 Corruption, Ethics and Public Policy (3)

Political Science 456 The National Security Establishment (3)

Political Science 475 Administrative Law (3)



Internship Requirement (3 units)

Political Science 497 Internship in Public Administration (3)

This requirement may be waived for students who have managerial experience in the public sector.

Electives (12 upper-division units; 15 upper-division units if the Internship Requirement is waived)

Political Science/Afro 317 Black Politics (3)

Political Science 375 Law, Politics and Society (3)

Political Science 416 Presidents and the Presidency (3)

Political Science/Chic 460 The Chicano and Politics (3)

Political Science 461 The United Nations and International Organizations (3)

Political Science/Criminal Justice 472 The Judicial Process (3)

Political Science 473 Introduction to Constitutional Law (3)

Political Science 474 Civil Liberties (3)

Political Science 476 International Law (3)

Political Science/Geography 478 Urban Planning Principles (3)

Political Science/Geography 484 Urban Planning Methods (3)

Management 441 Labor-Management Relations (3)

Other courses with consent of an adviser.

Related Fields (9 upper-division units)

Students must complete nine units in related disciplines such as American Studies, Anthropology, Criminal justice, Economics, Geography, History, Philosophy, Psychology, Sociology or others as approved by an undergraduate adviser. Appropriate G.E. courses may be applied.

Writing Requirement

Majors must successfully complete two courses that are approved as meeting the university's upper-division writing requirement. Political Science/Criminal Justice 422 and a qualifying elective will fulfill this requirement. Please consult an adviser for a currently approved list of courses in political science/pubic administration that meets the writing requirement.

Second Language Graduation Requirement

Students in the Bachelor of Arts in Public Administration program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN PUBLIC ADMINISTRATION

The minor consists of 18 units. Students must take Political Science/Criminal Justice 320, 411, 421 or 422, and 12 additional units. Three of these 12 units may be lower-division (e.g., Political Science 100 or 200) and nine must be at the 300/400 level including at least one of Political Science 300, 309, 315, 403, 411, 414, 416, 421, 422, 427, 446, 448, 472, 473, 474, 475, 478, or 484.

MASTER OF PUBLIC ADMINISTRATION

This professional degree is designed to disseminate the knowledge and skills needed for efficient and effective government. The program acquaints the student with the theoretical and practical skills needed to improve the practice of governmental management. It also prepares one to cope with the ethical and moral dimensions of the contemporary policy maker. Career guidance, working experience and placement are important components of the program. It is designed to:

1. Prepare students who wish to enter the field of public administration;
2. Increase the professional competence of those already embarked in public administration careers;
3. Furnish academic study for those wishing to pursue doctoral work; and
4. Provide specialized training in areas such as financial administration, personnel administration, administrative research, planning and criminal justice.

The program is designed to aid the student in acquiring several skills. These include:

1. Written and oral communication for public administration;
2. Public administration research and analysis techniques;
3. Knowledge of organizational processes and behavior;
4. An understanding of federal, state and local governmental and administrative systems and processes; and
5. Knowledge of administrative techniques and practices such as personnel testing, program budgeting and management by objectives.

Students may also develop knowledge of various specialized areas of employment such as criminal justice, human services administration, health administration and gerontology.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based on enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Admission to Graduate Standing: Conditionally Classified

A student may become conditionally classified in the Master of Public Administration program if the university requirements for admission are met. These requirements are: a baccalaureate degree from an accredited institution and a grade-point average of at least 2.75 in the last 60 semester units attempted (see Graduate Regulations section of this catalog for complete statement and procedures).

Graduate Standing: Classified

A student who meets the above requirements may become a classified student if all the following conditions are met:

1. Completion of a minimum of 12 semester units of undergraduate course work in the social sciences, or business, six semester units of which must have been upper-division level. At least one of the courses must have been in economics. Upon recommendation of the public administration faculty, suitable practical experience may be substituted for a maximum of six units of the social science/business requirement.
2. Completion of a one-semester course in basic statistics;
3. Satisfying at least one of the following conditions:
   A. A grade-point average of at least 3.25 in the undergraduate major and 2.75 in the last 60 units;
   B. Between 2.75 and 3.24 in the undergraduate major, 2.5 in the last 60 units, and at least 1000 combined score (vocabulary and math) on the General Test of the Graduate Record Exam;
   C. Between 2.75 and 3.24 in the under-graduate major, 2.75 in the last 60 units, and quality professional experience as evaluated by the M.P.A. coordinator based on job description, resume, two letters of reference, and four years of professional administrative service;
   D. A grade-point average of at least 2.75 in the last 60 semester units and completion of the first twelve units of adviser-approved coursework in this program with a grade-point average of 3.25.
4. A minimum TOEFL score of 570 (international students only).
5. Approval of a study plan through consultation with the M.P.A. coordinator.

MPA study plan

The degree study plan requires 39 semester units of adviser-approved course work. Three units of internship may be included in the total. The study plan must meet the following requirements:

1. Core Courses (18 -24 units)
   Political Science 497 Internship in Public Administration (3) (Required of those with no previous public sector managerial working experience.)
   Political Science 509 Administrative Organization and Process (3) (Required of those with no previous introductory course in public administration taken within the past three years.)
   Political Science 521 Seminar in Public Administration Theory (3)
   Political Science 523 Administrative Research and Analysis (3)
   Political Science 526 Administration and Systems Management (3)
   Political Science 571 Seminar in Public Finance (3)
   Political Science 572 Seminar in Public Sector Human Resources Management (3)
   One of the following:
   Political Science 519 State and Local Government (3)
   Political Science 525 Seminar in Metropolitan Area Government (3)
   Political Science 528 Seminar in Public Administration and Policy (3)
2. Students electives should be planned in accordance with career objectives. Four concentrations are offered: criminal justice, human resources, public finance or urban management. The four concentrations together with the courses currently offered to satisfy the concentration requirement are listed below. The particular mix of courses will change slightly over time.
3. Candidates for the M.P.A. degree must successfully pass a written comprehensive examination or a candidate may, with the approval of both their concentration and the M.P.A. adviser, choose either the project (Political Science 597) or the thesis (Political Science 598) in lieu of the comprehensive examination. The project and the thesis each earn three units of course work and include a final oral defense.
4. Candidates who enroll in 400-level courses will be required to do additional work beyond that required of undergraduates.
5. A minimum of half the units must be completed at the 500-level.
6. No more than nine units of postgraduate course work taken prior to classified standing may be applied to the master's degree program.
7. Students must demonstrate competence in computer literacy. See the M.P.A. coordinator for details.

Criminal Justice Concentration

In addition to the required core courses, take:

Political Science 560 Seminar in Administration of Justice (3)

Political Science 582 Organizational Development and Change (3)

One of the following:

Political Science 519 State and Local Government (3)

Political Science 525 Seminar in Metropolitan Area Government (3)

Political Science 580 Emergency Management in Public Administration (3)

Adviser-Approved Electives (6-12 units)

Human Resources Concentration

In addition to the required core courses, take two of the following:

Management 441 Labor Management Relations (3)

Management 542 Seminar in Labor Management Relations (3)

Political Science 475 Administrative Law (3)

Political Science 522 Seminar in Public Personnel Administration (3)

Political Science 582 Organizational Development and Change (3)

Adviser-Approved Electives (6-12 units)

Public Finance Concentration

In addition to the required core courses, take two of the following:

Economics 461 Ecological Economics (3)

Economics 516 Economics and Benefit Cost Analysis (3)

Political Science 421 Government and the Economy (3)

Political Science 529 Seminar in Public Management Analysis (3)

Adviser-Approved Electives (6-12 units)

Urban Management Concentration

If not taken as a core course, you must take POSC 525 Seminar in Metropolitan Government (3)

Take one or both of the following:

Geography 478 Urban Dynamics and Planning (3)

Geography 484 Urban Planning Methods (3)

Two of the following: (Only one need be taken by those taking both Geography 478 and 484.)

Environmental Studies 595T Selected Topics in Environmental Problems (3)

Geography 488 Land Use Analysis (3)

Political Science 427 Policymaking: Urban/Metropolitan Issues (3)

Political Science 519 State and Local Government (3)

Political Science 529 Seminar in Public Management Analysis (3)

Political Science 580 Emergency Management in Public Administration (3)

Adviser-Approved Electives (6-12 units)

PUBLIC ADMINISTRATION COURSES

Courses are designated as POSC (Political Science) in the class schedule. Please refer to the Political Science Department catalog section for course numbers and descriptions.



Radio-TV-Film

College of Communications

INTRODUCTION

The Department of Radio-TV-Film offers a comprehensive and active learning environment to prepare students for meaningful and rewarding careers in radio, television and film. Additionally, the program prepares students for graduate study in the broader area of media and communication. The faculty and staff emphasize current theory, practice, research and creative activities, challenging students to engage in intellectual inquiry to expand their knowledge while laying a solid foundation to continue as critical life-long learners and content creators in our media-savvy society. Cal State Fullerton is located in the technologically rich and culturally vibrant Los Angeles basin, so the department aspires to facilitate student learning with an emphasis on contributing ethically, intellectually and economically to the media industry.

PROGRAM GOALS

The goals of the Department of Radio-TV-Film, which are derived from the university's goals, are to:

- Ensure the preeminence of learning by providing a curriculum that integrates both conceptual and experiential learning.
- Provide high quality programs that meet the evolving needs of our students, community and region by facilitating students' learning so they compete successfully for substantive careers in radio, television and film.
- Enhance scholarly and creative activity by seeking funding for, and coordinating, faculty, staff and student work for publication, exhibition, conference presentation, competition entry and the like.
- Make collaboration integral to our activities by encouraging faculty, staff and students to take worthwhile advantage of the many services and departmental offerings on campus.
- Create an environment where all students have the opportunity to succeed by offering orientation and regular advising; by encouraging co-curricular participation; and by maintaining equipment and facilities that are as current as the budget allows.
- Increase external support by working with advancement, foundation, development and grant/contract personnel concerning corporate and individual sponsorship and other opportunities.
- Expand connections and partnerships within our region by encouraging internships and community-based service learning; by pro-actively maintaining relations with alumni and media practitioners; and by recruiting students in area high schools and community colleges.
- Strengthen institutional effectiveness, collegial governance and our sense of community by recruiting and retaining highly qualified, diverse faculty, staff and students; by encouraging participation in governance opportunities; and by working with other faculty, staff and students on ad hoc tasks.

BACHELOR OF ARTS IN RADIO-TV-FILM

The Bachelor of Arts degree in Radio-TV-Film requires a minimum of 120 units, including courses for the major, General Education, all University requirements and free electives. The 48-unit major includes three required core courses in RTVF, one RTVF production course, eight elective courses in RTVF, and four collateral coursesc ollateral either within RTVF or from an approved list of courses in other departments.

DEPARTMENT CHAIR

Edward Fink

DEPARTMENT OFFICE

College Park 460-16

DEPARTMENT WEBSITE

http://communications.fullerton.edu/rtv

PROGRAMS OFFERED

Bachelor of Arts in Radio-TV-Film

Minor in Radio-TV-Film

FACULTY

Robert Davis, Edward Fink, Jacqueline Frost, Lynne Gross, Shelley Jenkins, Tim Maloney, Philippe Perebinossoff, Larry Ward

Students in the Bachelor of Arts in Radio-TV-Film program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for a Bachelor's Degree" elsewhere in this catalog.)

Required Core Courses (9 units)

RTVF 100 Intro to Radio-TV-Film (3)

RTVF 350 Story Structure (3)*

RTVF 495 Internship in RTVF (3)

RTVF Production Course (3 units)

RTVF 220 TV Studio Production (3)

OR RTVF 225 Field Video Production (3)

OR RTVF 330 Film Production 1 (3)

RTVF Electives (24 units minimum)

RTVF 210 Intro to Audio Production (3)

RTVF 220 TV Studio Production (3)



RTVF 225 Field Video Production (3)

RTVF 271 American Film 1: Beginnings to 1945 (3)

RTVF 272 American Film 2: 1945–1990 (3)

RTVF 300 Language of Film (3)

RTVF 310 Advanced Audio Production (3)

RTVF 330 Film Production 1 (3)

RTVF 351 TV Scriptwriting: Sitcom (3)

RTVF 360 Radio and TV Programming (3)

RTVF 365 Children's TV (3)

RTVF 370 World Cinema (3)

RTVF 371 Contemporary American Film (3)

RTVF 375 Documentary Film and TV (3)

RTVF 385 Radio Station Operations (3)

RTVF 425 Advanced Video Production (3)

RTVF 430 Film Production 2 (3)

RTVF 431 Cinematography (3)

RTVF 435 Directing Film & TV (3)

RTVF 455 Screenwriting (3)*

RTVF 480 Management in RTVF (3)

RTVF 496 Tutorial in RTVF (1-3)

RTVF 499 Independent Study in RTVF (1-3)

Additional electives may be available. Please check with the department office.

Collateral Electives (12 units)

Other collateral electives may be chosen from RTVF courses or courses from other departments. An approved list of courses from other departments is available in the department office and can also be accessed on the department website. Students should choose their electives in consultation with a faculty adviser. Advisers will ensure a balance of courses that includes varying perspectives in the field.

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*Meets Upper-Division Writing Requirement for Radio-TV-Film majors.

MINOR IN RADIO-TV-FILM

The minor in Radio-TV-Film requires 21 units.

RTVF Core Courses (6 units)

RTVF 100 Intro to Radio-TV-Film (3)

RTVF 350 Story Structure (3)

RTVF Production Course (3 units)

RTVF 220 TV Studio Production (3)

OR RTVF 225 Field Video Production (3)

OR RTVF 330 Film Production 1 (3)

RTVF Electives (12 units)

Sudents choose four courses from the RTVF elective list shown above for the major. Students should choose their electives in consultation with a department adviser.

RADIO-TV-FILM COURSES

Courses are designated as RTVF in the class schedule.

100 Introduction to Radio-TV-Film (3)

Overview of the history, structure and function of the radio, TV and film industry. Includes current issues, relevance to society, employment options and other topics.

200 Introduction to Production (3)

Fundamental elements of creating audio, video and film projects. Includes the production process, sound recording and mixing concepts, shooting composition and aesthetics principles, and editing theory. Elements are applied in a hands-on lab. (1 hour lecture, 6 hours laboratory)

210 Introduction to Audio Production (3)

Introduction to the theory and practice of audio production as it pertains to radio, TV and film. Covers broadcasting, designated recording, editing and mixing. Emphasizes aesthetics and techniques to ensure high quality sound. Uses a digital lab. (2 hours lecture, 3 hours laboratory)

220 TV Studio Production (3)

Introduction to multiple-camera, live-on-tape, studio production. Theory and practice of producing "live" programs. Students crew all positions, including writer, producer, director, assistant director, lighting director, floor manager, camera operator, video switcher, audio engineer, video engineer, recording engineer and graphics operator. (2 hours lecture 3 hours laboratory)

225 Field Video Production (3)

Introduction to single-camera, field video production. Theory and practice of producing projects on location. Preproduction, production and post-production using digital cameras and nonlinear editing. Students crew productions, including writer, producer, director, videographer, sound recordist and editor. (2 hours lecture, 3 hours laboratory)

271 American Film 1: Beginnings to 1945 (3)

History of American film and film style from the beginnings to 1945. Relation to socio-historical, economic, political, cultural, artistic, and technological contexts.

272 American Film 2: 1945 to 1990 (3)

History of American film and film style from the post-war period to 1990. Relation to socio-historical, economic, political, cultural, artistic, and technological contexts.

300 Language of Film (3)

Prerequisite: completion of General Education Category I.C. Visual and syntactic components of the motion picture. Detailed analysis of frame, line, space, shape, image size, movement, tone, color and structuring of visual images.

310 Advanced Audio Production (3)

Prerequisite: RTVF 210. Advanced audio projects for radio, TV, film and the internet. Students complete the audio production process, from pre- through postproduction, applying aesthetic concepts to hands-on skills. (1 hour lecture, 6 hours laboratory)

330 Film Production 1 (3)

Prerequisite: RTVF 300. Introduction to theory and practice of motion picture photography and film production. Students create short, film-style projects. (2 hours lecture, 3 hours laboratory)

349 Philosophy, Literature and Cinema (3)

A critical examination into the aesthetics of literature and film, with emphasis on how storytelling deepens our imagination and understanding of identity, culture, society, and values through use of word and image.

350 Story Structure (3)

Prerequisites: English 101 and junior standing. Analysis and development of script structure and viable, narrative story elements. Covers acts, scenes, premises, conflict, plots, characters, action, and so on. Students write critical analyses of professional scripts and author their own treatments. Meets upper-division writing requirement for RTVF majors.

351 TV Scriptwriting: Sitcom (3)

Prerequisite: RTVF 350. Theory, principles and practice of writing for the situation comedy genre. Students analyze scripts, study program episodes and develop and write an original story and "spec" script for a current sitcom.

360 Radio and TV Programming (3)

Prerequisite: RTVF 100. Purposes, philosophies and methods of obtaining, developing, launching, scheduling and evaluating programming for electronic media. Covers commercial radio and TV networks and stations, cable TV, public radio and TV, direct broadcast satellite and the internet.

365 Children's TV (3)

Prerequisite: completion of General Education Category III.C.1. Research and literature on effects of television on children. Examines historical and contemporary aspects of children's TV issues, including advertising, violence, stereotyping and education. Analyzes how children's TV producers use concepts related to children to design material for them.

370 World Cinema (3)

Prerequisite: completion of General Education Category III.B.1 or III.B.2. Global influence of motion pictures. Examines various directors, film movements, national cinemas and the increasing internationalization of the world film industry.

371 Contemporary American Film (3)

Prerequisite: completion of General Education Category III.B.2. Recent American films as indicators of societal, cultural, and artistic trends. Examines cinema in light of current theories of postmodernism and formal categories of film production.

375 Documentary Film & TV (3)

Prerequisite: completion of General Education Category III.B.1 or III.B.2. Documentary form in film and television. Includes development, purpose and current trends. Examines requirements to write and produce non-fiction films for the mass media, business, education and government.

385 Radio Station Operations (3)

Prerequisite: completion of General Education Category I.A. Concepts and practices of radio station operations, including programming, sales, promotion, traffic, billing, production, news, research and engineering. Allows for in-depth work in several areas.

425 Advanced Video Production (3)

Prerequisite: RTVF 225 or 330. Advanced theory and practice of video production. Includes advanced shooting and editing techniques. Students produce projects that may be aired and/or entered in competitions. (2 hours lecture, 3 hours laboratory)

430 Film Production 2 (3)

Prerequisite: RTVF 330. Preproduction and shooting of a large-crew, sync-sound film. Includes planning, scouting, breakdown, budgeting, scheduling, casting, rehearsing and shooting. (2 hours lecture, 3 hours laboratory)

431 Cinematography (3)

Prerequisite: RTVF 330. Cinematographic techniques for film and video. Analysis of cinematographic styles, including qualities of camera movement, lenses and lighting as expressive tools. Hands-on experience shooting scenes with film and video cameras, lighting and grip equipment. (1 hour lecture, 6 hours laboratory)

435 Directing Film & TV (3)

Prerequisite: RTVF 225 or 330. Directing for narrative film and television, including breakdowns and use of the camera as an expressive tool. Students direct, shoot and edit short scenes. (2 hours lecture, 3 hours laboratory)

455 Screenwriting (3)

Prerequisite: RTVF 350. Scripts for feature films, movies-of-the-week and mini-series. Three-act and seven-act structures. Students apply concepts from RTVF 350 and advanced writing concepts to develop full-length screenplays. Meets upper-division writing requirement for RTVF majors.

480 Management in RTVF (3)

Prerequisite: RTVF 100. Management structure and issues in the RTVF industry. Includes audience measurement, distribution, finance, personnel, programming, regulation and sales. May include applied experience with college media activities.

495 Internship in Radio-TV-Film (3)

Prerequisites: instructor authorization, senior standing, 2.25+ GPA, RTVF 100, 350, and either 220 or 225. Supervised fieldwork at a radio, TV or film organization. Skill development and understanding of industry operation through hands-on experience and networking. Must submit an application one semester prior to taking through the RTVF Internship Office website at https://commsec.fullerton.edu/internship.

496 Student-to-Student Tutorial (1-3)

Prerequisites: 3.0+ GPA, senior standing, written approval from instructor and department chair. The student-to-student tutorial encourages students to learn through teaching. Work may include contact hours with tutees, tutorial preparations, consulting with instructors, reporting-analysis-evaluation of tutorial experiences, participation in university programs for tutors. Does not count toward major or minor units. Grade or Credit/No Credit.

499 Independent Study (1-3)

Prerequisites: 3.0+ GPA, senior standing, written approval from instructor and department chair. The Independent Study shall be of a research or creative nature and shall culminate in a paper, project, comprehensive exam and/or performance. The student shall prepare a proposal including a statement of the basis for the final evaluation.



Reading

College of Education

COLLEGE OF EDUCATION

DEAN

Ashley Bishop (Acting)

READING DEPARTMENT

JoAnn Carter-Wells

DEPARTMENT OFFICE

Education Classroom 531

DEPARTMENT WEBSITE

http://ed.fullerton.edu/Reading/

PROGRAMS OFFERED

Master of Science in Education

Concentration in Reading

California Reading Certificate

Certificate in Postsecondary Reading and Learning.

Reading/Language Arts Specialist Credential

FACULTY

Katherine Bartle-Angus, Ashley Bishop, Barbara Clark, JoAnn Carter-Wells, JoAnne Greenbaum, Rosario Ordonez-Jasis, Anthony Manzo, Ula Manzo, Donna Padgett

UNDERGRADUATE READING DEVELOPMENT COURSES

Lower-division courses in reading (Reading 201, 202, and 290) are designed to assist students in developing and utilizing a problem solving approach in the critical and creative reading and thinking processes required for efficient university learning.

CALIFORNIA READING CERTIFICATE

The California Commission on Teacher Credentialing has granted approval to the Reading Department to offer course work to meet requirements for the California Reading Certificate. Persons wishing to earn this reading certificate must make formal application to the university and meet the following requirements:

1. Have completed a bachelor's degree;
2. Have earned a grade-point average of at least 3.0 in the last 60 undergraduate units completed and at least 3.0 in graduate units completed;
3. Have possession of a multiple subject or single subject credential or another valid California standard teaching credential; and
4. Have successfully taught in a classroom setting, for a minimum of three years, in any grade preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency permit.

Advisement is available to any student seeking a California Reading Certificate. New students will be assigned an adviser upon acceptance in the program.

For further information, please contact the department office, Education Classroom Building, Room 531, (714) 278-4023.

CERTIFICATE IN POSTSECONDARY READING AND LEARNING

The Certificate in Postsecondary Reading and Learning is designed to prepare reading specialists for postsecondary settings, particularly at the community college level. Persons wishing to earn this certificate must meet the following criteria for admission:

1. Hold a baccalaureate from an accredited institution of higher education.
2. Have earned a minimum grade-point average of 2.5 in the last 60 semester units attempted, as documented by two official copies of transcripts from all higher education institutions attend.
3. International students from countries where English is not the official language must have a TOEFL score of 575 (CSUF score is 550).
4. Submission of essay related to professional goals, level of technology knowledge, skills, and abilities to be an on-line learner.
5. Technology (minimum) requirements for students' computer equipment can be found on the department website at http://ed.fullerton.edu/REading/1
6. Knowledgeable in the use of a personal computer (PC or Macintosh), including the ability to (1) locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; (2) use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; (3) use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file: (4) use an Internet browser to search the World Wide Web; and (5) use databases, spreadsheets and multimedia applications. (UPS 320.030 – Policy on Computer Competency for Entering Students).

Four courses are required to complete the certificate:

Reading 505 Foundations of Postsecondary Reading and Learning (3)

Reading 507 Reading and Thinking in the Content Areas (3)

Reading 516 Diagnostic-Prescriptive Teaching of Reading (4)

Reading 587 Program Management in Postsecondary Reading and Learning (3)

For further information, please contact the department office, Education Classroom Building, Room 531, (714) 278-4023.

READING/LANGUAGE ARTS SPECIALIST CREDENTIAL

The California Commission on Teacher Credentialing has granted approval to the Reading Department to offer courses to meet requirements for the reading/language arts specialist credential program.

Persons wishing to earn an advanced Reading/Language Arts Specialist Credential must make formal application to the university indicating the specific specialist credential program desired. In addition, applicants must meet the following requirements:

1. Have completed a bachelor's degree;
2. Have earned a grade-point average of at least 3.0 in the last 60 undergraduate units completed and at least 3.0 in graduate units completed;
3. Have possession of a multiple subject or single subject credential or another valid California standard teaching credential; and
4. Have successfully taught in a classroomsetting, for a minimum of three years, in any grades from preschool through adult. This experience cannot include student teaching, intern teaching, or teaching while holding an emergency credential or permit.



Advisement is available to any student seeking a Reading/ Language Arts Specialist Credential. New students will be assigned an adviser upon acceptance in the program. Prior to their first semester in the program students should meet with an adviser to develop a credential study plan.

For further information, please contact the department office, Education Classroom Building, Room 531.

MASTER OF SCIENCE IN EDUCATION (READING)

The program is designed to help qualified individuals gain the technical knowledge and scholarship requisite to becoming reading/language arts specialists. This professional program is based on and combined with sound preparation in the liberal arts and sciences. The curriculum proposes an interdisciplinary approach to the preparation of the professional specialist in reading/language arts.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

University requirements include: a baccalaureate from an accredited institution and a grade-point average of 3.0 in the last 60 semester units attempted (see "Graduate Admissions" section of this catalog for complete statement and procedures). In addition, an applicant must have an approved major, and confer with the graduate program adviser to discuss the prerequisites for attaining classified standing.

Graduate Standing: Classified

A student who meets the admission requirements and the following requirements may be granted classified graduate standing upon the development of an approved study plan: successful teaching experience or other approved experience; a grade-point average of 3.0 or better in academic and related work; sufficient background in reading; a satisfactory interview; and four references from school administrators, school supervisors or professors.

Study Plan

The final adviser-approved program of course work for the degree must include:

Core Courses (10 units)

Ed El 511 Survey of Educational Research (3)

Ed El 536 Curriculum Theory and Development (3)

Reading 516 Testing and Evaluation of Reading Performance (4)

Concentration Courses (19 units)

Reading 501 Assessment of Professional Competencies (1

Reading 507 Reading and Thinking in the Content Area (3)

Reading 508 Teaching Reading/Language Arts in Today's Elementary Schools (3)

Reading 514 Linguistics and Reading (3)

Reading 520 Computers in Reading (2)

Reading 560 The Sociocultural Context of Literacy and Learning (3)

Reading 581 Remediation of Reading Difficulties (4)

Culminating Experience (1)

Reading 595 Advanced Studies (includes comprehensive examination) (1)

OR Reading 597 Project (1)

OR Reading 598 Thesis (1)

For advisement and further information, consult the program graduate adviser

READING COURSES

Courses are designated as READ in the class schedule.

201 Academic Reading: Analyses and Strategies (3)

Analysis of reading and learning processes, reading interpretation and critical thinking strategies as applied to all types of academic reading, emphasis on integration and synthesis of academic information.

202 Vocabulary Cognition and Reading Comprehension (3)

Study and analysis of general and academic vocabularies and their influence on reading comprehension and communication. Emphasis on language knowledge and the development of contextual analysis and word association processes in reading communication.

290 Critical Reading as Critical Thinking (3)

Relationship of critical reading to critical thinking. Emphasis on the development of critical thinking skills with application in the interpretation, analysis, criticism and advocacy of ideas encountered in academic readings.

340 Fostering Language Growth for Reading Readiness (3)

Prerequisites: Child/Adolescent Studies 312, Psychology 361 or equivalent or consent of instructor. Explores function of receptive and expressive language development as they relate to reading readiness in young children.

480 The Teaching of Reading (4)

Curriculum and methods in the teaching of reading and language arts in the elementary and secondary schools. Teachers' manuals and guides are introduced and studied. A major focus will be the preparation of reading lessons for classroom settings.

501 Assessment of Professional Competencies (1)

Assessment of professional competencies of students entering the Reading program in preparation for obtaining the Reading/language Arts Specialist Credential. Meets graduate writing requirement for master's degree.

505 Foundations of Postsecondary Reading and Learning (3)

Theoretical framework and background of field including historical perspective, student/adult development, reading and learning theory/academic literacy, programmatic structures and components, curriculum design and contemporary issues.

507 Reading and Thinking in the Content Areas (3)

This course examines the teaching of reading and thinking in the subject area disciplines, including instructional methodology, assessment, materials and program design.

508 Teaching Reading/Language Arts in Today's Elementary Schools (3)

Current trends in the teaching of elementary reading/language arts. The role of the teacher as a decision-maker in the elementary reading/language arts program.

514 Linguistics and Reading (3)

A study of linguistics and its influence on reading materials and instruction. An analysis of trends in linguistics as they relate to the teaching of reading.

516 Diagnostic-Prescriptive Teaching of Reading (4)

Prerequisites: Reading 507 or 508. A case-based study of various assessment devices and trial teaching practices essential for precise intervention in reading/language arts. The course includes a model to guide in-depth analysis of a reader with attention to the influences of linguistic, social, cultural, physical, psychological, intellectual and educational factors on learning to read, and reading to learn.

520 Technology in Reading (2)

Prerequisites: Reading 507, 508 or equivalent. Understanding of the need for technological literacy in reading/language arts. Investigation of the strengths and limitations of technology and computer applications (software/internet) for the development of classroom curriculum for reading/language arts. Includes designing a lesson plan for the integration of technology into today's literacy classroom as well as introduction to web page design utilizing existing free services.

560 The Sociocultural Context of Literacy and Learning (3)

Prerequisite: Educational Leadership 511. Theory and research in teaching reading/language arts to students with diverse cultural, racial, linguistic, and socio-economic backgrounds. Exploring various methods and approaches for teaching literacy skills. Special emphasis on second language learners. Case study requirement.

570 Leadership in Reading/Language Arts Program Development (2)

Recommended prerequisites: English 433 and/or 434 or the equivalent. Content includes long-term planning, designing effective programs, developing leadership skills, and integrating literature and skill-based instruction.

581 Remediation of Reading Difficulties (4)

Prerequisites: Reading 507, 508, 514, 516 or consent of instructor. Analysis and diagnosis of reading/language arts difficulties. Techniques and methods of prevention and treatment. Individual remediation of student. Primary through secondary.

585 Professional Development in Reading/Language Arts (3)

Prerequisite: seminar in development and evaluation of reading/language arts programs. Training in staff development and interpersonal relations with teachers, parents, consultants, and administrators. Includes writing for publication, grant proposal writing, and other professional responsibilities.

587 Program Management in Postsecondary Reading and Learning (3)

Prerequisites: Reading 505, 507 and 516 or consent of the instructor. Study of the multifaceted components related to the administration, management and supervision of a post-secondary reading and learning program as well as the current issues and trends in program management.

595 Advanced Studies (1-3)

Prerequisite: consent of instructor or graduate adviser. Graduate seminars designed to develop competencies in such areas as behavior, teaching strategies, educational technology, program development, communication theory and interpersonal relations related to reading/language arts.

597 Project (1-3)

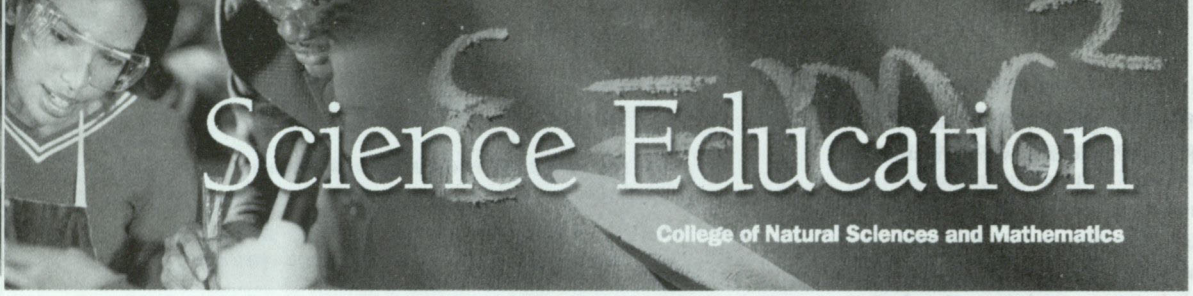
Prerequisite: consent of instructor or graduate adviser. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

598 Thesis (1-3)

Prerequisite: consent of instructor or graduate adviser. Individual research with conferences with the instructor, culminating in a thesis.

599 Independent Graduate Research (1-3)

Prerequisite: consent of instructor or graduate adviser. Independent inquiry for qualified graduate students.



Science Education

College of Natural Sciences and Mathematics

PROGRAM DIRECTOR

Richard M. Lodyga

PROGRAM OFFICE

McCarthy Hall 527

PROGRAM WEBSITE

http://nsm.fullerton.edu/scied/

PROGRAMS OFFERED

Master of Arts in Teaching Science (MAT-S)

Subject Matter Preparation Program for the Single Subject Credential in Science (7-12)

FACULTY

Gaylen Carlson (Geological Sciences), H. Eric Streitberger (Chemistry and Biochemistry Emeritus), Barry Thomas (Biological Science), Nancy Pelaez (Biological Science), Barbara Gonzalez (Chemistry and Biochemistry)

ADVISERS

MAT-S: Gaylen Carlson

Secondary Teaching Certification: Gaylen Carlson, H. Eric Streitberger (Emeritus), Barry Thomas, Nancy Pelaez, Barbara Gonzalez

Coordinator for Secondary Science Education Credentialing: Douglas Stone

INTRODUCTION

Science Education is a specialized area of learning and instruction related to the pre-service and in-service education of science teachers.

The Science Education Program prepares students to teach science at the elementary and secondary levels; provides guidance for new, as well as, experienced teachers, in the study and use of educational practices developed for the teaching of sciences; and helps teachers develop original ideas in their areas of specialization.

The offerings of this program include basic professional training courses required for teaching – certification in the physical and life sciences, advanced course work in science education, and certain academic content offerings designed especially for teacher preparation.

The program teaches scientific content, scientific processes and curriculum for prospective and practicing elementary teachers. These courses are in the physical sciences and the biological sciences.

The program offers courses for prospective and practicing secondary teachers in the methods of teaching science and in the processes of science and is responsible for the supervision of teachers in student teaching assignments. The courses and experiences provide prospective secondary teachers with the skills necessary to teach the scientific content of their particular science certification.

PLEASE NOTE: Because changes may occur in the course number and/or titles throughout the next two years due to State mandated requirement revision for the preliminary credential, you may find discrepancies between what is written below and what is listed in the catalog or on-line. If you have any concerns, please call Douglas Stone, Credentialing Coordinator for Secondary Science Education (714) 278-5637.

TEACHING CREDENTIALS

Candidates for the Single Subject Credential in Science (K-12) are required to take professional courses, breadth courses, and a concentration in Biology, Chemistry, Geology, or Physics.

Professional Courses

Science Ed 442 Teaching Science in the Secondary School (3)
Science Ed 449E Externship in Secondary Teaching (3)
Science Ed 449I Internship in Secondary Teaching (10)
Science Ed 449S Seminar in Secondary Teaching (3)

The student should take Science Ed 442 concurrently with Science Ed 449E (5 weeks of student teaching at the end of the semester). Science Ed 449I (full-time student teaching) and Science Ed 449S are taken concurrently in the following semester.

Breadth of Study in Science (28-36 units)
Biology 172 Cellular Basis of Life (5)
Chemistry 120A,B General Chemistry (5,5)
Geological Sci 101 Physical Geology (3)
Geological Sci 101L Physical Geology Lab (1)
Geological Sci 420 Earth Science for Teachers (4)
Physics 211, 212 Elementary Physics (6)*
Physics 211L, 212L Elementary Physics Lab (2)*

Concentrations in Science

These classes are normally associated with a major or a concentration in one of the following as described below: Biological Science (22-24 units), Chemistry and/or Biochemistry (20-26 units),

Geological Sciences (22 units), or Physics (27 units). Students should meet with a science edcation adviser to discuss required selected courses and prerequisites, approved equivalent or substitutions of courses.

BIOLOGY SUBJECT MATTER CONCENTRATION (22-24 units)

Chem 301 A,B; 302; and Math 130, 150A, or 337; Biology 241 Botany (4); and Biology 261 Zoology (4)

I. Molecular and Cellular Biology
Biology 172 Cellular Basis of Life (5)
Biology 273 Genetics and Molecular Biology (5)

II. Functional Biology of Organisms
A. Biology of Plants and Animals (select one):
Biology 317 Field Marine Biology (3)
Biology 340 Field Botany (3)
Biology 419 Marine Ecology (3)
Biology 442 Pollination Biology (3)
Biology 443 Plant Ecology (3)
Biology 446 Marine Phycology (4)
Biology 466 Animal Behavior (3)
Biology 467 Entomology (4)
Biology 474 Natural History of Vertebrates (4)
Biology 475 Ichthyology (4)
Biology 476 Herpetology (4)
Biology 478 Mammalogy (4)
Biology 479 Ornithology (4)

B. Physiology of Plants and Animals (select one):
Biology 362 Mammalian Physiology (4)
Biology 444 Plant Physiology Ecology (4)
Biology 468 Comparative Animal Physiology (4)
Biology 470 Cellular Neurobiology (4)

III. Ecology
Biology 274 Principles of Physiology and Ecology (4)

IV. Evolution Concepts, Mechanisms and Patterns (select one):
Biology 344 Survey of the Land Plants (4)
Biology 401 Biogeography (3)
Biology 404 Evolution (3)
Biology 441 Plant Taxonomy (4)
Biology 450 Conservation Biology (3)
Biology 461 Marine Invertebrate Zoology (4)

CHEMISTRY AND/OR BIOCHEMISTRY SUBJECT MATTER CONCENTRATION (20-26 units)

Math 150A Calculus (Prerequisite)
Math 150B Calculus (Prerequisite)
Chem 301A Organic Chemistry (3)
Chem 301B Organic Chemistry (3)
Chem 302 Organic Chemistry Laboratory (3)
Chem 315 Theory of Quantitative Chemistry (3)
Chem 316 Quantitative Chemistry Lab (1)
Chem 361A Introduction to Physical Chemistry (3)
Chem 361B Introduction to Physical Chemistry (3)

*Not for majors in the subject matter area.

Select two classes of the following:
Chem 325 Inorganic Chemistry (3)
Chem 423A General Biochemistry (3)
Chem 423B General Biochemistry (3)
Chem 431 Advanced Organic Chemistry (3)
Chem 435 Chemistry of Hazardous Materials (2)
Chem 437 Environment Water Chemistry (2)

GEOLOGICAL SCIENCES SUBJECT MATTER CONCENTRATION (21 units)

Math 150A Calculus (Prerequisite)
Math 150B Calculus (Prerequisite)
Geological Sci 201 Earth History (3)
Geological Sci 303A Minerology and Introduction to Petrology (4)
Geological Sci 303B Minerology and Introduction to Petrology (4)
Geological Sci 333 General Oceanography (3)
Geological Sci 340 General Meterology (3)
Physics 120 Introduction to Astronomy (4)

PHYSICS SUBJECT MATTER CONCENTRATION (27 units)

Math 150A Calculus (Prerequisite)
Math 150B Calculus (Prerequisite)
Physics 225 Fundamental Physics: Mechanics (3)
Physics 225L Fundamental Physics: Mechanics Lab (1)
Physics 226 Electricity and Magnetism (3)
Physics 226L Electricity and Magnetism lab (1)
Physics 227 Waves, Optics and Modern Physics (3)
Physics 227L Waves, Optics and Modern Physics Lab (1)
Physics 310 Thermodynamics, Kinetics, and Stat Physics (3)
Physics 320 Classical Mechanics (4)
Physics 330 Electromagnetic Theory (4)
Physics 340 Modern Physics (4)

MULTIPLE SUBJECT MATTER PROGRAMS: CHILD AND ADOLESCENT DEVELOPMENT AND LIBERAL STUDIES

Selections from the following courses may be used to meet degree requirements for the Child and Adolescent Development major or the Liberal Studies major:
Science Ed 410 Physical Science Concepts (3)
Science Ed 453 Life Science Concepts (3)

In recognition of the need for education in nature interpretation and conservation, the Science Education Program offers course work and internships in these disciplines. Much of this course work takes place at the Tucker Wildlife Sanctuary in the Santa Ana Mountains.

MASTER OF ARTS IN TEACHING SCIENCE

The primary objectives of the Master of Arts in Teaching Science are to provide advanced course work in science curriculum designs appropriate to the professional responsibilities of science educators; to provide research and seminar opportunities in contemporary issues in science education; and to enable teachers to become more proficient in science disciplines appropriate to their academic teaching assignments. A secondary track and an elementary track are available.

Fifteen units of course work is selected from the departments of Biological Science, Chemistry and Biochemistry, Computer Science, Geological Sciences, Physics, or Science Education (if elementary

track). Nine units of course work is required from the Science Education Program. The graduate work culminates with the student completing a project or thesis in an area of science education which is applicable to the student's teaching. Faculty from the program and other departments form the committee which guides and evaluates each graduate student.

Admission Requirements

University requirements include a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see section of this catalog on Graduate Admission for complete statement and procedures). In addition to the University requirements for admission, acceptance in the MAT-S program is contingent upon the following:

1. Candidates must submit two applications, the "California State University Graduate Application for Admission," and one to the Science Education Program. The Science Education Program application for the MAT-S must include:
   (a) two signed letters of recommendation;
   (b) a personal resume;
   (c) documentation of a teaching credential; and
   (d) a Statement of Purpose of 1-2 pages with information about the candidate's science area of interest.
2. A teaching credential is normally required for classified standing. In special circumstances, a MAT-S faculty adviser may agree to work with a student who has not completed a teaching credential program. For example, an applicant who teaches in a private school or works in a museum may complete the MAT-S without a teaching credential. In these cases, a MAT-S faculty adviser will write a letter waiving the credential requirement for classified standing.
3. Completion of course work equivalent to a baccalaureate degree in one of the sciences. (For the elementary track, the baccalaureate degree is not normally in the sciences, but the application must provide evidence of in-depth work within the sciences beyond the minimum requirements for a multiple subject teaching credential.)
4. Acceptance by a faculty project/thesis adviser.
5. The admission decision will be made only after the application file is complete.

Application Deadlines

The deadlines for completing on-line applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be post-marked by the same deadlines. However, deadlines may be changed based upon enollment projections. Check the university graduate studies website for current information: http://www.fullerton.edu/graduate/.

Advancement to Candidacy

Advancement to candidacy is attained by requesting a graduation check and receiving subsequent approval of the MAT-S faculty adviser and the MAT-S graduate program adviser on the Grad Check Review Form. This form is mailed by to students by the University Graduate Studies Office.

Classified Standing

Students should achieve classified standing as soon as they are eligible. A student who meets the admission standards needs to develop a study plan in consultation with the MAT-S faculty adviser and MAT-S graduate program adviser before nine units of degree coursework has been completed. Classified standing will be granted once the study plan has been reviewed and approved by the MAT-S faculty and the Associate Vice President, Academic Programs.

Students will be notified by the Graduate Studies Office when the study plan is approved and classified standing is granted. Once the study plan is approved, changes can be made only with the approval of the MAT-S faculty adviser and the MAT-S graduate program adviser.

Study Plan

The degree program consists of 30 units of upper-division or graduate course work of which at least half must be 500-level, and which must be completed with a grade-point average of 3.0 or better.

1. (Secondary Track) 15 units will be in the sciences, in upper-division and graduate courses. At least nine units will be taken in one of the following: biology, chemistry, computer science, geological sciences or physics. (Elementary Track) 15 units in upper-division and graduate courses. Electives will be chosen from biology, chemistry, computer science, geological sciences, physics or science education.
2. 15 units will be in science education with the following requirements:

Core Courses

Science Ed 550 Theoretical Designs in Science Education (3)
Science Ed 552 Review of Research in Science Education (3)*
Science Ed 554 Issues in Science Education (3)

Culminating Experience

Science Ed 598 Thesis (6)
OR Science Ed 597 Project (3) and Science Ed 599 Independent Graduate Research (3)

For further information and advisement, consult the graduate program adviser or Director of the Science Education Program.

SCIENCE EDUCATION COURSES

Courses are designated as SCED in the class schedule.

410 Physical Science Concepts (3)

Prerequisite: completion of general education natural science requirements or consent of instructor. For elementary school teachers. Major concepts in the physical sciences. Observing, classifying, recognizing space-time relations, measuring, inferring, formulating hypotheses, controlling variables and interpreting data. (2 hours lecture, 2 hours activity)

412 Processes of Science (3)

Prerequisite: junior or senior standing in a science major or admission to the MAT-Science graduate program. Methodologies (action research), logical procedures and explanatory systems that characterize the various natural sciences. The role of science and technology in society. (2 hours lecture, 1 hour activity, 1 hour to be arranged)

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* Meets the Graduate Level Writing Requirement.

442 Teaching Science in the Secondary School (3)

Prerequisite: appropriate education and science education course work for credential. Curricular objectives, methods, and materials including audiovisual instruction for teaching science. Required before student teaching for candidates for the single subject teaching credential in either the life sciences or the physical sciences. (2 hours lecture, 2 hours activity)

449E Externship in Secondary Teaching (3)

Prerequisite: Science Ed 412 (may be taken concurrently) (See description under Secondary Education)

449I Internship in Secondary Teaching (10)

(See description under Secondary Education)

449S Seminar in Secondary Teaching (3)

(See description under Secondary Education)

453 Life Science Concepts (3)

Prerequisite: completion of general education requirements or consent of instructor. Biological principles using science processes appropriate for elementary teachers. (2 hours lecture, 2 hours activity)

495A Naturalist Internship (3)

Prerequisite: consent of instructor. Supervised in-service training at the Tucker Wildlife Sanctuary. For the prospective biological science teacher, communications major and others interested.

495B Naturalist Internship (3)

Prerequisite: consent of instructor. Supervised in-service training at the Tucker Wildlife Sanctuary. For the prospective biological science teacher, communications major and others interested.

499 Independent Study (1-3)

Special topics in science education, selected by consultation and completed under the supervision of the instructor. May be repeated for credit.

550 Theoretical Designs in Science Education (3)

Review of major directions, designs and assumptions of science education reform such as the nature of science and scientific inquiry, scientific literacy, the National Science Education Standards, state curricular frameworks, standards, and international and national science assessment. Emphasis will be placed on how reform affects curriculum, major curricular projects and curricular evaluation. (3 hour lecture)

552 Review of Research in Science Education (3)

Prerequisite: graduate standing. A review of relevant literature which provides the foundation for modern reform in science education. Analyses of research design and execution of appropriate experimental or observational procedures to test hypotheses concerning problems in science education. (3 hour lecture)

554 Issues in Science Education (3)

Prerequisite: graduate standing. Major contemporary issues in science education. (3 hours lecture)

597 Project (1-3)

Prerequisites: advancement to candidacy and an appointed thesis committee. Co-requisite: Science Ed 599 (3 units). The selection, investigation and written presentation of a project in science education.

598 Thesis (1-6)

Prerequisites: advancement to candidacy and an appointed thesis committee. The selection, investigation and written presentation of an experimental problem in science education.

599 Independent Graduate Research (1-3)

Graduate student research in a specific area of science education. May be repeated for credit.



Secondary Education

College of Education

DEAN

Ashley Bishop

SECONDARY EDUCATION DEPARTMENT CHAIR

Victoria Brookhart Costa

DEPARTMENT OFFICE

Education Classroom 190

DEPARTMENT WEBSITE

http://ed.fullerton.edu/SecEd/

PROGRAMS OFFERED

Master of Science in Education

- Concentration in Secondary Education
- Emphasis in Teacher Induction

Single Subject Credential

- Art
- Business Education
- English (English, Theater)
- Foreign Languages (see Modern Languages and Literatures Department for specific languages)
- Mathematics and Foundational Level Mathematics
- Music
- Physical Education
- Science
- Social Science

FACULTY

Debra Ambrosetti, Grace Cho, Duane Clizbe, Victoria Brookhart Costa, Ellen Kottler, Juan Sanchez Munoz, Ron Pahl, Fred Ramirez, Lynda Randall, Chris Street, Helen Parcell Taylor

SINGLE SUBJECT CREDENTIAL LEVEL I PROGRAM

Based on the department's philosophy, the program stresses a logical sequence among the critical components of teacher education, including subject matter preparation, pedagogical instruction, fieldwork observation and participation, and student teaching. It is responsive to contemporary educational concerns and provides for strict coordination of the varied administrative components, including admission, candidate assessment, and program evaluation. The program is articulated with the California Commission on Teacher Credentialing Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, the California Standards for the Teaching Profession, the California Teaching Performance Expectations (TPEs), and the Teaching Performance Assessment (TPA).

The CSU Fullerton Single Subject Credential (Level I) Program begins with a supervised introduction to the secondary school setting (including an early fieldwork component), and progresses toward full immersion into classroom assignments. The program is designed to allow students to move between theoretical knowledge provided in course work and the practical experience gained in secondary classrooms. During the program, candidates develop philosophical and methodological perspectives that are tested in practical experience. Field experiences complement course work, enabling students to deepen their understanding of the complex influences shaping our schools. Candidates develop a Teaching Portfolio over the course of the program that facilitates their development as reflective practitioners in alignment with the Teaching Performance Expectations.

The program is a three-semester process. First, prospective teachers are introduced to teaching through twelve units of prerequisite undergraduate coursework. Course work includes a 40-hour early field experience and the development of knowledge and skills in teaching adolescents, diverse student populations, and special populations. A special course focuses on literacy development of adolescents; the adolescence course also includes information on health issues. During this prerequisite coursework, candidates are introduced to and assessed on the Teaching Performance Expectations. They are also introduced to the Teaching Performance Assessment (TPA) and practice several tasks as they learn course content and begin to develop skills.

Second, candidates complete a first semester of 240 hours of classroom observations and co-teaching in which they are gradually inducted into the full-time student teaching experience in an environment of collegiality and support. This semester allows them to become familiar with their Master Teachers and the particular characteristics, programs, and cultures of their schools. During this semester, candidates are referred to as Externs. First semester credential students attend a weekly seminar class that includes presentations by university faculty and staff as well as district faculty, staff, and administrators. During the seminar, candidates learn about the district, schools, and classrooms in which they will complete their student teaching. They learn about state, district, and local policies on education; instructional strategies; curriculum design, development, and implementation; classroom management; assessing students; and the realities of day-to-day teaching. In addition, candidates complete a subject matter specific methods course in which they extend lesson and unit planning skills with a focus on the California K-12 content standards and standardized assessments. Finally, they complete a course in teaching English learners. During this semester, candidates are again assessed on the TPEs and continue practicing tasks of the TPA.

In the second semester of the program, each student teacher takes full control of three classes per day and has a conference and preparation period. They are responsible for all discipline, managerial, institutional, and instructional tasks. During this semester, candidates are referred

to as Student Teachers and attend a weekly student teaching seminar led by the university supervisor. In addition, candidates complete a seminar on the Teaching Performance Assessment Preparation to complete all tasks and document their achievement of the TPEs.

COURSE WORK SEQUENCE

Technology (3 units required for preliminary credential, recommended as early as possible)

Ed Sec 304 Personal Proficiency in Educational Technology for Secondary Teachers (3)

OR Ed Sec 307 Personal Proficiency in Educational Technologies for Social Science Teachers (3)

Prerequisites (12 units, 40 hours fieldwork)

Ed Sec 310 The Teaching Experience (3)

Ed Sec 320 Adolescence (3)

Ed Sec 330 Developing Literacy in Secondary Schools (3)

Ed Sec 340 Diversity in Secondary Schools (3)

Required of All First Semester Internship Candidates

Ed Sec 400 Instructional Methods for Secondary Internship Candidates (3)

First Semester (15 units, 240 hours fieldwork)

Ed Sec 410 Teaching English Language Learners in Secondary Schools (3)

Ed Sec 440S General Pedagogy of Secondary School Teaching (4)

Ed Sec 440F Supervised Fieldwork in Secondary Schools (2)

*Ed Sec 442 Teaching in the Secondary School (3)

*Ed Sec 449E Externship in Secondary Teaching (3)

Second Semester (16 units, 270 hours fieldwork)

Ed Sec 449S Seminar in Secondary Teaching (3)

*Ed Sec 449I Internship in Secondary Teaching (10)

Ed Sec 460 Teaching Assessment Seminar (3)

With the exception of Social Studies, Business Education, and Foundational Level Mathematics, courses marked with an asterisk (*) are taken in the academic departments.



PROFESSIONAL DEVELOPMENT DISTRICT MODEL

Reflecting the complex contexts of the secondary classroom and modeling a learning community where learning is interactive and dynamic, Single Subject candidates are divided into "Professional Development Districts," in which four major strategies are emphasized: preparing prospective teachers; providing professional growth opportunities for secondary school educators and university faculty; and enhancing learning opportunities for 7-12 grade students. This comprehensive structure of collaboration and cooperation between multiple levels of educators provides for a dynamic and interactive learning environment that effectively prepares teachers for a rapidly changing and complex society.

Currently, we enjoy PDD collaborations with Anaheim Union High School District, Fullerton Joint Union High School District, Placentia/Yorba Linda Unified School District, Orange Unified School District, Corona/Norco Unified School District, and Capistrano Unified School District.

REQUIREMENTS FOR ADMISSION TO THE SINGLE SUBJECT CREDENTIAL (LEVEL I) PROGRAM

Applicants to the Single Subject Credential (Level I) Program are required to apply to the University as well as Admission to Teacher Education. Filing deadlines are February 28 (to begin the program the following fall) and September 30 (to begin the program the following spring). An additional fee is required with the application.

Applications for admission into the Single Subject Credential (Level I) Program are evaluated according to the following criteria: subject matter competence, breadth of understanding, professional aptitude and manner; physical and mental fitness, fundamental skills, and personality and character. Evidence in relation to criteria is submitted at the time of application and includes the following:

- Overall grade-point average appropriate to the individual academic department.
- Passage of California Basic Educational Skills Test (CBEST)
- Successful completion of Ed Sec 304 or 307, Ed Sec 310, Ed Sec 320, Ed Sec 330 and Ed Sec 340.
- 100% completion of Single Subject Preparation Program in your content area or the CSET/Praxis/SSAT exam results if approved by your Single Subject Department Adviser. See your adviser.
- Proficiency in oral and written English.
- Recommendations from academic faculty and school personnel.
- Documented field experience in 7-12 classroom or equivalent.
- TB Test and MMR (measles, mumps, rubella) certification. Both tests may be done at CSUF Health Center. Call (714) 278-2813.
- CPR Training – Candidates must complete CPR Training offered by the American Heart Association (Heart Saver) or the American Red Cross. Training must cover infant, child, and adult. Evidence of CPR training must be current (within 2 years) and a copy of the CPR certificate must be submitted with the credential application.
- The Certificate of Clearance form is completed after notification of acceptance by department and prior to entering the Single Subject Credential Program. This is a special fingerprint form to be completed as specified by the California Commission on Teacher Credentialing in Sacramento.

INTERNSHIP PROGRAM

Students who meet requirements set by the California Commission on Teacher Credentialing and Single Subject Internship Credential Program may enter the Professional Development Track. These students receive an internship credential, which entitles them to teach in a public school while taking their coursework at CSUF in the late

afternoons, evenings, or on the weekends. The curriculum of the Internship Program is a multi-semester experience including prerequisites, preservice course work, fieldwork, and student teaching. Students in the Internship Program progress through Ed Sec 400 (Instructional Methods for Secondary Interns) and their first full-time teaching semester of the program as a cohort group, a structure that provides peer support and enhancing opportunity for success. In the second full-time teaching semester as an Intern in the program, they are in cohort groups by subject area.

Internship candidates must complete Ed Sec 400 (Instruction Methods for Secondary Internship Candidates) prior to enrollment as an Internship candidate in the first semester. This course provides candidates with early instruction on classroom management, lesson planning, and instruction and assessment strategies. This course is only offered during summer and January intersession, and requires candidates to collect numerous materials from their school site and district, including school and district emergency procedures, district content and performance standards, a district testing schedule and academic year calendar, and textbooks. In Ed Sec 400, candidates prepare a Classroom Management Plan and Letter to Parents, first week lesson plans, a semester plan for instruction, bulletin board materials, and an assessment plan.

Internship credential candidates meet as a cohort group in Ed Sec 440S (General Pedagogy of Secondary School Teaching) and are supervised by the University in Ed Sec 440F (Supervised Fieldwork in Secondary Schools). The two classes are integrated so students realize the inter-relationship of pedagogical theory and practice through collaboration with their internship teaching.

The Ed Sec 440S/F experience for candidates in the Professional Track/Internship program differs from that of the traditional Ed Sec 440F/S experience because Internship candidates have all completed the Ed Sec 400. The Ed Sec 440S seminar is held on Monday afternoons instead of Friday mornings. Other differences include a weekly seminar discussion that focuses on successes and challenges interns currently experience; the use of different textbooks; assignments that are more tightly focused on teaching; and visits by fieldwork coordinators during the first ten weeks of the semester.

Candidates who become interns in their second semester are required to have completed all of the entrance requirements and four prerequisites above plus 15-18 units of secondary course work. (Ed Sec 400 is only required for those individuals beginning an Internship immediately-students who become interns in their second semester have a general and subject-specific methods course their first semester in the program- Ed Sec 440S and 442). The application requires master teachers, University supervisors, and principals to certify that they have observed these candidates in classroom teaching and evaluate them as professionally mature and developmentally ready to handle a teaching position with full classroom and school responsibilities. Additionally, the University Subject Matter Program Advisor must recommend the candidate. These evaluations help the University to determine whether candidates' prior experiences and qualifications are likely to provide for the candidate's success.

Internship Credential Program Eligibility Requirements

To be eligible for participation in the first semester University Intern Program credential candidates must have the following items: earned Bachelor's Degree from a regionally accredited college or university; passed the basic skills proficiency test (CBEST), passed the subject matter competence exam (PRAXIS/SSAT) or completed 100% of a commission-approved Subject Matter Preparation Program (SMPP), completed character and identification clearance (fingerprints), demonstrated knowledge of the United States Constitution, and obtained a University Internship Intern Credential. CSU Fullerton uses the recommendation forms and the autobiography to assess how the candidate's prior experiences and attitudes toward children and schools may affect the candidate's performance in the classroom. Additionally, during prerequisite courses, candidates are required to write their educational philosophy and to participate 40 plus hours of fieldwork in single subject. These requirements provide excellent information related to the candidate's prior experiences and attitudes toward children and schooling.

Before entering the program each candidate participates in an interview designed to ask about prior experiences and attitudes toward children. All Intern applicant decisions are made in collaboration with the employing school district. CSU Fullerton will not issue an Intern credential without written approval from the district and bargaining unit.

SINGLE SUBJECT CREDENTIAL (LEVEL II)

As of Fall 2003, all candidates are required to complete a Professional Teacher Induction Program through their employing district.

MASTER OF SCIENCE IN EDUCATION SECONDARY EDUCATION CONCENTRATION

This program is designed to help career secondary classroom teachers upgrade their skills, become informed about new ideas in secondary teaching, and prepare for curriculum leadership roles in public and private schools. The concentration allows students to complete up to two courses in their credential or supplementary authorization area.

The graduate program builds upon teacher preparation in the Single Subject Credential Program. Whereas coursework in the credential program focuses on knowledge and skills necessary for a beginning secondary teacher, the graduate program will allow students to extend their knowledge and deepen their skills in curriculum design, instructional and assessment strategies, integration of technology, and reflection skills.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

University requirements include: a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see "Graduate Regulations' section for complete statement and procedures).

Graduate Standing: Classified

Classified standing is granted after a study plan is developed in consultation with a faculty adviser and approved by the Associate Vice President, Academic Programs (or designee). Students must also meet the following admission requirements.

1. An approved major.
2. Grade-point average of 3.0 on previous academic and related work.
3. Proof of a current secondary teaching credential.
4. Current professional resume.
5. 500-word statement of purpose outlining your interest in the Secondary Education Master's Program (e.g., any areas of special interest or emphasis you plan to pursue as a graduate student, a brief description of your current teaching position, or anything else that would facilitate an informed decision on your application).
6. Two or more letters of recommendation that address your aptitude for graduate study including your teaching skills as well as your academic preparation. Otherwise well-qualified students may be admitted with limited subject or grade deficiencies, but these deficiencies must be removed. Grade-point average deficiencies may be removed by a demonstration of competency in the graduate program.

Study Plan

Students are required to complete a one-unit prerequisite course that is offered credit/ no credit and does not apply to the graduate study plan. Check with the department office for registration information. The course allows students to identify major issues in secondary schools, develop a program plan and project agenda based on these issues, and set goals for their graduate work. The adviser-approved 30 credit units on the graduate study plan will include the following:

Prerequisite Course (1 unit)

Ed Sec 501 Introduction to Graduate Studies in Secondary Education (1)

Core Courses (15 units)

Ed Sec 504 Advanced Instructional Proficiency in Secondary Educational Technologies (3)

Ed Sec 506 Graduate Studies in Secondary Writing (3)

Ed Sec 535 Survey of Educational Research (3)

Ed Sec 536 Curriculum Theory and Development (3)

Ed Sec 591 Professional Seminar in Secondary Teaching (3)

Concentration Courses (6 units)

Ed Sec 522 Family, Community, and Professional Partnerships (3)

Ed Sec 524 Assessing Student Learning (3)

Electives (6 units)

Electives may be taken in any order after completion of Ed Sec 501, 504, and 506.

Culminating Experience (3 units)

One of the following:

Advanced Studies (includes comprehensive exam) (3)*

OR Ed Sec 594 Research Seminar (3)

OR Ed Sec 597 Project (3)

OR Ed Sec 598 Thesis (3)

*Please contact the Secondary Education Department office for current registration information.

EMPHASIS IN TEACHER INDUCTION

The concentration in Secondary Education with an Emphasis in Teacher Induction is designed for 7-12 grade teachers to earn their Level II Credential and to prepare them for continued instructional and leadership roles in secondary schools. This graduate program builds upon teacher preparation in the Single Subject Credential Program and allows students to extend their knowledge and deepen their teaching skills while working toward the Level II Credential.

Prerequisite Course (1 unit)

Ed Sec 501 Introduction to Graduate Studies in Secondary Education (1)

Core Courses (15 units)

Ed Sec 504 Advanced Instructional Proficiency in Secondary Education Technologies (3)

Ed Sec 506 Graduate Studies in Secondary School Writing (3)

Ed Sec 535 Survey of Educational Research (3)

Ed Sec 536 Curriculum Theory and Development (3)

Ed Sec 591 Professional Seminar in Secondary Teaching (3)

Emphasis Courses (6 units)

Ed Sec 502A New Teacher Induction, Assessment, and Support, Year 1 (1)

Ed Sec 502B New Teacher Induction, Assessment, and Support, Year 1 (2)

Ed Sec 502C New Teacher Induction, Assessment, and Support, Year 2 (1)

Ed Sec 502D New Teacher Induction, Assessment, and Support, Year 2 (2)

Electives (6 units)

Chosen in consultation with the Graduate Program Adviser.

Culminating Experience (3 units)

Ed Sec 594 Project Seminar (3)

OR Ed Sec 595 Advanced Studies Capstone in Secondary Education (3)

OR Ed Sec 597 Project (3)

OR Ed Sec 598 Thesis (3)

SECONDARY EDUCATION COURSES

Courses are designated as EDSC in the class schedule.

110 The Teaching Experience: Exploration (2-3)

Exploration of one's self in relation to other people in the schools and an encounter with the teaching experience through fieldwork. Accompanying seminar to help students extend their observations and explore relevant issues. (2 hours fieldwork, 2 hours seminar) Credit/ No credit only. (Same as Special Ed and Ed El 110)

304 Personal Proficiency in Educational Technology for Secondary Teachers (Formerly Ed Sec 404) (3)

Prerequisite: Ed Sec 310. Development of personal proficiency in educational technologies to facilitate the teaching process. Training in computer hardware and software terminology; spreadsheets, word processing, publication, and presentation applications; Internet search and retrieval; information literacy; electronic communication and awareness of legal and ethical issues. Meets the state requirement for Single Subject Preliminary Credential except Social Studies. (Same as Special Ed 304)

307 Personal Proficiency in Educational Technologies for Social Science Teachers (Formerly Ed Sec 407) (3)

Prerequisite: Ed Sec 310. Provides the social studies teacher with skills to utilize computer technology. Covers social studies applications in word processing, spreadsheet, database, simulations, graphics, modems and laser disc interfaces Meets state computer requirements for the Social Studies Single Subject preliminary credential.

310 The Teaching Experience: Participation (3)

History, philosophy, and sociology of secondary education. Introduction to California Teaching Performance Expectations and Assessment; needs of special populations, English learners, and struggling readers; content standards; and major curriculum reform documents. Includes 40-hour practicum on specific course requirements. May be repeated with consent of instructor. Credit/No credit. A "B" (3.0) or better is required to receive a grade of credit.

320 Adolescence and Education (3)

Prerequisite: completion of General Education Category III.C.1 The biological, cognitive, and sociocultural development of adolescents. Exploration of the contexts of adolescent development, including family, peers, school, work, and leisure. Health and safety issues of adolescents.

330 Developing Literacy in Secondary Schools (3)

Prerequisite: Ed Sec 310. Strategies for developing content-based reading/writing abilities, comprehension skills, and vocabulary of secondary students. Methods of teaching reading, writing and language skills for English learners and speakers. Diagnostic assessment strategies. Development of materials to be utilized during Ed Sec 440F fieldwork. Letter grade.

340 Diversity in Secondary Schools (3)

Prerequisite: completion of General Education Category III.C.1. Knowledge and skills for teaching special populations. Principles of educational equity and diversity. Strategies for providing students equitable access to the core curriculum. Exploration of how teaching is shaped by diversity in California society. Analysis of personal and institutional bias.

400 Instruction Methods for Secondary Internship Candidates (3)

Methodology course for departmental teaching required for first semester internship candidates before beginning first semester of credential program. Meets the methodology requirement for holders of Multiple Subject Credential seeking a Single Subject Credential. Two hours lecture and 30-hour fieldwork experience.

410 Teaching English Learners in Secondary Schools (3)

Prerequisite: Ed Sec 340. Concurrent enrollment in Ed Sec 440F. Materials, methods and strategies for teaching English learners in secondary schools. Principles of second language acquisition. State and federal laws pertaining to the education of English learners.

440F Supervised Fieldwork in Secondary Schools (3)

Prerequisite: admission to the Single Subject Credential Program. Concurrent enrollment in Ed Sec 440S. Ten-week practicum (120 hours, Monday - Thursday) in observation and participation in secondary schools. Use of materials developed in Ed Sec 330. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit.

440S General Pedagogy of Secondary School Teaching (4)

Prerequisites: admission to Single Subject Credential Program and Ed Sec 340. Concurrent enrollment in Ed Sec 440F. Interrelationship of pedagogical theory and practice, presented in collaboration with local districts. Classroom management, instructional planning, assessment of student learning, engaging all students, and teacher professionalism. Must be taken Credit/ No Credit. A "B" (3.0) or better is required to receive a grade of credit.

442 Teaching in the Secondary School (3)

Prerequisite: admission to Single Subject Credential Program. Concurrent enrollment in Ed Sec 449E. Strategies and techniques for teaching a specified subject in the secondary school. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit. May be repeated once for credit. Art Ed 442 Teaching Art in the Secondary School. Ed Sec 442 Teaching Business in the Secondary School. Ed Sec 442S Teaching Social Science in the Secondary School. English Ed 442 Teaching English in the Secondary School. FL-Ed 442 Teaching Foreign Languages in the Secondary School. Kinesiology 442 Teaching Physical Education in the Secondary School. Math Ed 442 Teaching Mathematics in the Secondary School. Music Ed 442 Principles and Methods of Teaching Music in the Public Schools. Science Ed 442 Teaching Science in the Secondary School. Theatre Ed 442 Teaching Theatre in the Secondary School.

449E Externship in Secondary Teaching (3)

Prerequisite: admission to Single Subject Credential Program. Concurrent enrollment in Ed Sec 442. Eight-week practicum (120 hours, Monday - Friday) in co-teaching in secondary schools. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit. Students sign up for the appropriate departmental offering from the following: Art Ed 449E, Ed Sec 449E, English Ed 449E, FL-Ed 449E, Kinesiology 449E, Math Ed 449E, Music Ed 449E, Science Ed 449E, or Theatre Ed 449E.

449I Internship in Secondary Teaching (10)

Prerequisite: successful completion of Ed Sec 440S, 440F, 442, and 449E. Concurrent enrollment in Ed Sec 449S. Eighteen-week practicum (270 hours, M-F) in full-time student teaching in a specific single subject in a secondary school. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit. Departmental course offerings are: Art Ed 449I, Ed Sec 449I, English Ed 449I, FL-Ed 449I, Kinesiology 449I, Math Ed 449I, Music Ed 449I, Science Ed 449I, or Theatre Ed 449I

449S Seminar in Secondary Teaching (3)

Prerequisite: successful completion of Ed Sec 440S, 440F, 442, and 449E. Concurrent enrollment in Ed Sec 449I. Seminar in student teaching in a single subject in secondary schools. Taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit.

460 Teaching Assessment Seminar (3)

Prerequisite: Ed Sec 442 and concurrent enrollment in Ed Sec 449I and 449S. Capstone course includes finalization of Teaching Assessment Documentation (TAD) and documentation of proficiency in California Teaching Performance Expectations required for recommendation of Level I Single Subject Teaching Credential. Offered Credit/No Credit only. A "B" (3.0) or better is required to receive a grade of credit.

499 Independent Study (1-3)

Prerequisites: senior or graduate standing, approval of instructor and department. Conduct an individual investigation under supervision of a faculty member; investigation might be an experiment, a library study, or a creative project; only students of demonstrated capacity and maturity will be approved; adequate prerequisite study necessary.

501 Introduction to Graduate Studies in Secondary Education (1)

A prerequisite to the MSE in Secondary Education designed to prepare entering graduate students to develop their study plan and identify pressing issues in secondary education. Students must have capacity for electronic communication, including e-mail, attachments and web courseware. May be taken before or during the first semester.

502A New Teacher Induction, Assessment, and Support, Year 1 (1)

Prerequisite: concurrent participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California formative Assessment and Support System for Teachers model. Focus on CFASST Events 1-2. (Same as Ed El 502A)

502B New Teacher Induction, Assessment, and Support, Year 1 (2)

Prerequisite: Ed Sec 502A and concurrent participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California Formative Assessment and Support System for Teachers model. Focus on CFASST Events 3-6. (Same as Ed El 502B)

502C New Teacher Induction, Assessment, and Support, Year 2 (1)

Prerequisite: Ed Sec 502B and concurrent participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California Formative Assessment and Support System for Teachers model. Focus on CFASST Events 7-8. (Same as Ed El 502C)

502D New Teacher Induction, Assessment, and Support, Year 2 (2)

Prerequisite: Ed Sec 502C and concurrent participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California Formative Assessment and Support System for Teachers model. Focus on CFASST Events 9-12. (Same as Ed El 502D)

504 Advanced Instructional Proficiency in Secondary Educational Technologies (3)

Prerequisite: Ed Sec 304 or equivalent; candidate must have been issued a preliminary single subject credential. Theoretical basis and strategies for improving teaching and learning in secondary school classrooms through multimedia technologies. Emphasis on the utilization of technology for curricular, instructional, and assessment purposes to support all students in learning. Meets the Professional Teacher Induction Program Technology standard.

506 Graduate Studies in Secondary School Writing (3)

Prerequisite: Graduate Standing. Focus on current issues, theory, and practice regarding the teaching of writing in secondary schools (grades 6-12). Candidates will actively and continuously write as they learn about ways to foster the writing development of secondary school students.

522 Family, Community, and Professional Partnerships (3)

This course examines effective teaching practices in working with diverse student populations so as to promote equal learning opportunities. Overview of successful community collaboration with service providers, business leaders, policy makers, and parents. Addresses complex diversity of families and teaching situations. Stresses importance of partnerships with professional agencies concerned with adolescents.

524 Assessing Student Learning (3)

Prerequisite/corequisite: Ed Sec 535. Methods of assessing and evaluating student academic achievement in the secondary schools. Improving student performance and aligning assessment with goals and learner characteristics. Designing instruments and focusing on assessment strategies that promote equal learning opportunities.

530 Graduate Studies in Mathematics Education (3)

Seminar to explore research that focuses on teaching and learning mathematics in the middle grades, criteria for improving mathematics programs, and critique of current mathematics curricula. Students will analyze research in light of their developing knowledge and teaching experiences.

535 Survey of Educational Research (3)

Introduces students to the major forms of both quantitative and qualitative research used in education. Students will learn how to select an appropriate research method and the characteristics of sound research. Emphasis will be placed on making reasoned judgments as consumers of research as well as selecting appropriate information collection strategies.

536 Curriculum Theory and Development (3)

The secondary school curriculum including the forces operating on the curriculum and the participants involved in middle and high school curriculum building. The process of curriculum building.

540 Graduate Studies in Teaching English Learners (3)

Prerequisite: Ed Sec 410; candidate must have been issued a preliminary single subject credential. Students must be in their second semester of student teaching or have completed preliminary credential requirements. Final course required for CLAD Certificate. Includes methodology of English language development and content instruction for English learners, strategies for specially-designed academic instruction in English. Focuses on research and policy implications.

550 Instructional Strategies (3)

Prerequisite: baccalaureate degree or consent of instructor. A general course in pedagogy designed for students whose professional work involves instructional responsibilities. General teaching strategies courses design, instruction planning, and student evaluation are emphasized.

591 Professional Seminar in Secondary Teaching (3)

Prerequisite: Graduate standing and consent of graduate adviser. Introduction to requirements for National Board certification; focus on development of Portfolio entries and analysis of candidate's teaching (self, peer, and instructor) with respect to models of teaching and teachers' work; review of research related to professional teaching standards.

594 Project Seminar (3)

Prerequisite: Ed Sec 535. The preparation, evaluation, development, and presentation of curriculum research projects culminating in a graduate project. Individuals and groups will participate in critiquing proposals, curriculum projects and research results.

595 Advanced Studies Capstone in Secondary Education (3)

This is a graduate seminar designed to further develop competencies in secondary education content area curriculum, instruction, assessment, educational technology, program development, leadership, National Board of Certification, and interpersonal relations related to secondary school teaching.

597 Project (1-3)

Prerequisites: Ed Sec 535 and consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

598 Thesis (1-3)

Prerequisites: Ed Sec 535 and consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a thesis.

599 Independent Graduate Research in Secondary Education (1-3)

Prerequisites: consent of instructor or graduate adviser. Individual research with conferences with the instructor.



Sociology

College of Humanities and Social Sciences

DEPARTMENT CHAIR

Dennis Berg

DEPARTMENT OFFICE

Humanities 730M

DEPARTMENT WEBSITE

http://hss.fullerton.edu/Sociology

PROGRAMS OFFERED

Bachelor of Arts in Sociology

Concentrations in:

Family

Gerontology

Social Work

Education

Deviance and Social Problems

Class, Race and Gender

Minor in Sociology

Master of Arts in Sociology

Emphasis in Applied Social Research

FACULTY

John Bedell, Tony Bell, Dennis Berg, Alan Emery, Ronald Hughes, Hilla Israely, Perry Jacobson, Sharon Kim, G. Nanjundappa, Rae Newton, Myron Orleans, Michael Perez, Houshang Poorkaj, Lorraine Prinsky, Gerald Rosen, C. Michael Stuart, Joseph Weber, Troy Zimmer

ADVISERS

Please contact the department office for office hours of the undergraduate and graduate adviser at (714) 278-3531.

INTRODUCTION

Sociology is the systematic and scientific study of society and social behavior. The sociologist looks beyond individual and unique events to the predictable broad patterns and regular occurrences of social life that influence individuals. Studies range from the profound impact of post-industrial societies on family life, crime, mass communications, gender, race, ethnicity, and intergenerational relations to the study of emotions and the values that govern daily social encounters.

The sociology major is designed to provide undergraduate preparation leading to careers in social work, politics, law, public administration, urban and environmental planning, public relations, personnel, criminal justice, counseling and other service professions. The Bachelor of Arts in Sociology will also prepare a student for advanced studies in several areas including sociology, social work, environmental studies, education, public health and urban planning.

Sociological Internships

The internship course, Sociology 495, offers the opportunity for students to participate in supervised field activities. The internship permits students to apply their relevant sociological knowledge to meet challenges of a practical setting. Each course can be used to earn three units of credit for such experiences. Students must make arrangements with the Internship Coordinator one semester prior to enrollment in the course. The course may be repeated for a maximum of six units credit. See important note at the end of the Independent Studies section

Independent Studies

The independent study course, Sociology 499, allows students to expand upon their special interests in the field of sociology. Independent studies are usually in areas not covered by the normal course offerings of the department and consists of individual research projects. Research projects may also include library research or actual field research. Enrollment in the course requires that students meet regularly with their faculty supervisors. One to three units of credit may be earned. (Forty hours of fieldwork is required for every unit of credit.) The course may be repeated for a maximum of nine units credit (6 units maximum of Sociology 495).

Note: Students may apply a maximum of nine units of internship and independent study combined, toward the major.

Credential Information

The bachelor's degree in Sociology may be effectively combined with subject matter necessary for the multiple subject teaching credential (K-8). Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. It may be possible to enter the credential program in the senior year of the bachelor's degree. Students should contact the Teacher Education Office in the School of Education at 714-278-3411 to obtain information on attending an overview presentation.

International Learning Opportunities in Sociology

Majors in sociology will find an increasing emphasis on cross-national perspectives woven throughout most of the course work available within the department. Sociology is rapidly becoming international in both scope and content. Sociology majors are encouraged to explore international educational opportunities, either through the CSU international programs, through CSUF's own exchange program or through any one of the numerous other international programs offered by academic institutions throughout the United States. The Department of Sociology will cooperate fully in providing academic credit in sociology for such experiences where appropriate.

BACHELOR OF ARTS IN SOCIOLOGY

The B.A. in Sociology requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives.

For the major, students are required to complete a minimum of 36 units of course work in sociology. In addition to the minimum of 36 units, students must satisfy the three-unit upper-division writing requirement. Included within the 36 units are 15 units of courses required of all majors and 21 units of adviser-approved electives tailored to each student's career objectives. Sociology 101 Introduction to Sociology is a required prerequisite for all sociology courses. It is recommended that Sociology 302 (Social Research Methods) be one of the first upper-division Sociology courses and Sociology 410 (Theories of Social Behavior) be taken after 15 units of sociology.

A total of nine adviser-approved units may be transferred from a community college. At least 27 units must be upper-division. All Sociology majors, including new students and transfer students entering California State University, Fullerton beginning fall 2003 are required to take Sociology 303. All courses counting towards the major must be taken for a letter grade. Students must pass core courses and the writing requirement with a grad of "C" (2.0) or better.

Core Courses (15 units)

Sociology 101 Introduction to Sociology (3)

Sociology 302 Social Research Methods (3)

Sociology 303 Statistics for the Social Sciences (3)

Sociology 309 Computers in Sociology (3)

Sociology 410 Theories of Social Behavior (3)

Upper Division Writing Requirement (3 units)

The upper-division writing requirement is in addition to 36 units needed for the major. (English 301, 360, 365 may be substituted for Sociology 308).

Choose one of the following:

Sociology 308 Writing for Sociology Students (3)

English 301 Advanced College Writing (3)

English 360 Scientific and Technical Report Writing (3)

English 365 Legal Writing (3)

Service-Learning Requirement

All Sociology majors who fall under the fall 2002 catalog or later must complete a service-learning requirement in one of their sociology courses. Many sociology classes offer assignments with a service-learning component and these are noted in the schedule of classes offered each semester. In these, the student performs some service to a community agency that is integrated with course work. Students are expected to meet the needs of the community organization while they learn from their service experience and enhance their learning in the course. Please see your departmental adviser if assistance is needed in finding a class with service-learning.

Second Language Graduation Requirement

Students in the Bachelor of Arts in Sociology program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

Electives (21 units)

Students are to select a minimum of 21 units of elective course work in sociology consistent with their career objectives.

Concentration Options

As part of the 21 units in elective courses, sociology majors have the option of selecting one of the following concentrations in consultation with a faculty member. A concentration consists of twelve units selected from the courses listed within each concentration below. Students must take the required course (or one of the required courses) as one of the four courses.

Students choosing the option of a concentration must complete a capstone experience. Students will choose and complete this project under the mentorship of any faculty member who is willing to be a mentor. The capstone experience itself must be arranged with the mentor ahead of time and before beginning the capstone experience. The capstone experience may include, but is not limited to, a research project, fieldwork culminating in a written or oral presentation and/or other appropriate assignments. The written portion of the capstone experience shall include a combination of both sociological conceptual schemes as well as empirical findings. It is advisable that the capstone experience be completed before turning in the graduation check form to the graduation unit.

FAMILY

Required Course (3 units)

Sociology 351 Sociology of Families (3)

Electives (9 units)

Choose nine units from the following:

Sociology 353 Sociology of Childhood (3)

Sociology 354 Sex Roles and Gender (3)

Sociology 355 Women in Contemporary Society (3)

Sociology 381 Sociology of Human Sexuality (3)

Sociology 385 Family Violence (3)

Sociology 459 Sociology of Marital Dissolution (3)

Sociology 495 Internship (3)

GERONTOLOGY

Required Course (3 units)

Sociology 133 Introduction to Gerontology (3)

Electives (9 units)

Choose nine units from the following:

Sociology 351 Sociology of Families (3)

Sociology 360 Sociology of Death and Dying (3)

Sociology 433 Aging and Social Services (3)

Sociology 443 Sociology of Aging (3)

Sociology 495 Sociological Internship (3)

SOCIAL WORK

Required Course (3 units)

Sociology 305 Social Work Practice (3)

Electives (9 units)

Choose nine units from the following:

Sociology 300 Social Work (3)

Sociology 385 Family Violence (3)

Sociology 408 Sexual Abuse in American Society (3)

Sociology 416 Sociology of Alcoholism (4)

Sociology 443 Sociology of Aging (3)

Sociology 459 Sociology of Marital Dissolution (3)

Sociology 495 Sociological Internship (3)

EDUCATION

Required Course (3 units)

Sociology 352 Sociology of Education (3)

Electives (9 units)

Choose nine units from the following:

Sociology 341 Social Interaction (3)

Sociology 350 Social Relations and Emotions (3)

Sociology 351 Sociology of Families (3)

Sociology 353 Sociology of Childhood (3)

Sociology 413 Juvenile Delinquency (3)

Sociology 495 Sociological Internship (3)

DEVIANCE AND SOCIAL PROBLEMS

Required Course(s) (3-6 units)

Take at least one of the following

Sociology 411 Criminology (3)

Sociology 413 Juvenile Delinquency (3)

Electives (6-9 units)

Choose 6-9 units of the following:

Sociology 365 Law and Society (3)

Sociology 385 Family Violence (3)

Sociology 408 Sexual Abuse in American Society (3)

Sociology 415 Sociology of Corrections (3)

Sociology 466 Deviant Behavior (3)

Sociology 495 Sociological Internship (3)

CLASS, RACE AND GENDER

Required Course(s) (3-9 units)

Take at least one of the following:

Sociology 356 Social Inequality (3)

Sociology 357 Minority Groups Relations (3)

Sociology 354 Sex Roles and Gender (3)

Electives (3-9 units)

Choose 3-9 units from the following:

Sociology 355 Women in Contemporary Society (3)

Sociology 381 Sociology of Human Sexuality (3)

Sociology 443 Sociology of Aging (3)

Sociology 495 Sociological Internship (3)

MINOR IN SOCIOLOGY

Required Courses (9 units)

Sociology 101 Introduction to Sociology (3)

Sociology 302 Social Research Methods (3)

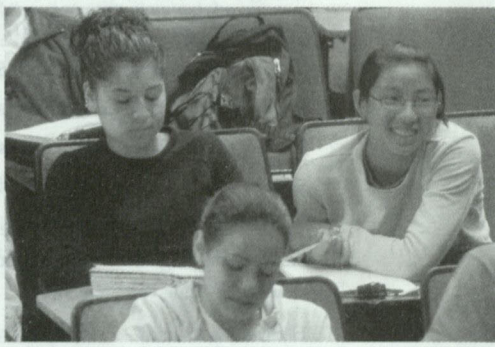
Sociology 410 Theories of Social Behavior (3

Elective Courses (12 units)

Students select 12 units of upper-division course work in sociology.

MASTER OF ARTS IN SOCIOLOGY

The Sociology Department accepts graduate students in the fall and spring semesters of each academic year. The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.



The program for this degree provides advanced study in general sociology. It offers an opportunity to broaden one's knowledge of society, to strengthen skills of sociological analysis and to do research in depth in an area of particular interest. It may be used as preparation for study toward the doctorate in sociology, for community college teaching, participation in research or for a variety of positions in business and industry, corrections, the community or government.

The 30-unit program is composed of a 12-unit core course sequence that all students must complete. Depending on options chosen by the student, the core course sequence is augmented with requirements for the special emphasis and electives to total 30 units. The Master of Arts program is designed to facilitate close contact between students and faculty, to encourage students to accept a role in the selection of course offerings, and to participate in areas of departmental decision making.

Prerequisites

Students must meet the university requirements for admission to graduate standing. Please see the "Graduate Regulations" section of this catalog for policies and procedures on admission of graduate students.

In order to be accepted as a sociology graduate student, the applicant must have a grade-point average of 3.0 or better in the most

recent 60 units of college work and a grade-point average of 3.25 or better for all work in sociology. A minimum of 18 upper-division units in sociology is required, including the following courses or their equivalents:

Sociology 302 Social Research Methods (3)

Sociology 303 Statistics for the Social Sciences (3)

Sociology 410 Theories of Social Behavior (3)

Courses in methods, statistics and theory must have been completed within the last five years prior to application. Two letters of reference attesting to the applicant's academic potential must be sent to the graduate coordinator.

Students will be accepted as conditionally classified sociology majors with either course or GPA deficiencies. Deficiencies must be corrected within one year of admission to the program.

Students will be classified upon the fulfillment of the above prerequisites, and after an approved study plan has been developed, in consultation with the Graduate Committee.

Study Plan

The study plan for the degree must be completed with a minimum grade-point average of 3.0 with no course grades below "C" (2.0). The study plan is approved by the student's adviser and includes the following:

Core Course Sequence - All Students (12 units)

Sociology 501T Seminar: Topics in Societal Structure and Process (3)

Sociology 502A The Research Process (3)

Sociology 502B The Research Process (3)

Sociology 581 Advanced Theories of Social Behavior (3)

Note: Sociology 502A and 581 are designed to be taken during the first semester of graduate studies. Sociology 502A meets the University Graduate Writing Requirement.

Electives (12-15 units)

Electives to be chosen from the following categories consistent with each student's goals, subject to approval by the graduate adviser and limited by the maximum number of units set for each category.

500-level graduate seminars (maximum 15 units)

400-level Sociology courses (maximum 6 units)

Take at least one of the following (maximum 6 units, any combination of Sociology 596 or 597):

Sociology 596 Community College Symposium (3)

Sociology 597 Project: Agency Placement (3)

Sociology 599 Independent Graduate Research (1-3)

Note: Maximum of nine units of any combination of Sociology 596, 597 or 599 allowed on the study plan.

Thesis/Project/Comprehensive Exam (3 units)

Take at least one of the following:

Sociology 597 Project: Agency Placement (3)

Sociology 598 Thesis (3) plus Thesis Writing Course (3)

Sociology 599 Independent Graduate Research plus Comprehensive exam (3)

It is highly recommended that students planning on doctoral studies complete the thesis option.

For further information, consult the graduate program adviser.

EMPHASIS IN APPLIED SOCIAL RESEARCH

This emphasis within the M.A. in Sociology prepares students for research analyst positions in business firms, government agencies, educational institutions and medical institutions.

Study Plan

The study plan for the degree must be approved by the Applied Research adviser and must include the following:

Core Course Sequence (12 units)

Sociology 501T Seminar: Topics in Societal Structure and Process (3)

Sociology 502A The Research Process (3)

Sociology 502B The Research Process (3)

Sociology 581 Advanced Theories of Social Behavior (3)

Applied Research Sequence (12 units)

Sociology 501T Seminar: Only the following topic applies: Evaluation and Applied

Survey Research (3)

Adviser-approved course in quantitative or qualitative methods or statistics. (3)

Sociology 597 Project: Agency Placement (6)

Note: A one-year placement in a research setting or settings (6 units) culminates in an applied research paper, similar to a thesis, but with an applied as opposed to a theoretical approach.

Electives (6 units)

Adviser-approved 400- or 500-level courses in Sociology or related fields.

SOCIOLOGY COURSES

Courses are designated as SOCI in the class schedule.

101 Introduction to Sociology (3)

The basic concepts of sociology: includes social interaction, culture, personality, social processes, population, social class, the community, social institutions and sociocultural change. (CAN SOC 2)

133 Introduction to Gerontology (3)

Prerequisite: completion of the General Education Category III.C.1. Multidisciplinary overview of characteristics, strengths, and problems of older persons; diversity in aging process involving gender, race, ethnicity, subculture; services to older adults; gerontology as an academic discipline and a field of practice.

300 Social Work (3)

Prerequisite: Sociology 101. History, philosophy, values of social work profession, fields of practice (casework, group work, macro practice); theories of human behavior in social environments. Social work as career objective and qualifications necessary. Recommended for students considering careers in human services, social work, social policy development.

302 Social Research Methods (3)

Prerequisite: Sociology 101 or consent of instructor. Topics include: research design, methods of gathering data, the role of theory in research, sampling methods and problems, data processing and analysis.

303 Statistics for the Social Sciences (3)

Prerequisites: completion of General Education Categories III.A.1 and III.C.1. The techniques for the elementary statistical analysis of social data. Description and inferential measures include tests, chi-square, analysis of variance, contingency table analysis and linear regression.

304 The Black Family (3)

(Same as Afro-Ethnic Studies 304)

305 Social Work Practice (3)

Prerequisites: Sociology 101 and 300. Theories, methods, principles, ethics, fields of social work practice. Generalist model; micro (individual), mezzo (group), macro (organization, community, advocacy, case management) levels of intervention. Recommended for students considering careers in human services, counseling, social work or social policy development. Methods and theories underlying social work practice.

306 Applying Sociology in the Community (3)

Prerequisite: Sociology 101. Combines service to the community with discussion and analysis of selected social problems and community issues. As a service-learning class, Sociology 306 requires approximately 40 hours per semester of community service, in addition to weekly class meetings.

308 Writing for Sociology Students (3)

Prerequisite: Sociology 101 or consent of instructor. Composition, sources of information and sociological writing for different audiences. Satisfies the classroom portion of the upper-division writing requirement for sociology majors. Instructional fee.

309 Computers in Sociology (3)

Prerequisite: Sociology 101 or consent of instructor. Introduction to computer applications in Sociology. Training in use of CSUF mainframe computers, software and microcomputers. Topics include: survey analysis with SPSS; constructing and editing data files and word processing.

341 Social Interaction (3)

Prerequisite: Sociology 101 or consent of instructor. The social and sociopsychological dimensions of group behavior and the socialization of the individual. Social interaction and its impact on the individual and personality formation.

345 Sociology of Communication (3)

Prerequisite: Sociology 101 or consent of instructor. The social processes involved in communicating with symbols-verbal, visual and "body-language" – in interpersonal settings and the mass media.

348 Collective Behavior (3)

Prerequisite: Sociology 101 or consent of instructor. Characteristics of crowds, mobs, publics. Analysis of social movements and revolutions, their relation to social unrest and their role in developing and changing social organization.

350 Social Relationships and Emotions (3)

Prerequisite: Sociology 101 or consent of instructor. Consideration of social relationships emphasizing emotional bonds as the primary integrating force, including interactions between emotions and relationships.

351 Sociology of Families (3)

Prerequisites: Sociology 101 and completion the General Education Category III.C.1. The family as a social institution. Historical and cross-cultural perspectives; social change affecting marriage and the family; analysis of American courtship and marriage patterns; the psychodynamics of family life.

352 The Sociology of Education (3)

Prerequisites: Sociology 101 and completion the General Education Category III.C.1. Education as a social institution and agent of socialization. Dynamic interplay with economic, political, religious, family institutions, and community. Gender, race, and class inequality in education. Cross-national perspectives on education and related social problems and social policy.

353 Sociology of Childhood (3)

Prerequisites: Sociology 101 and completion the General Education Category III.C.1. Historical, cross-natural, and contemporary views of children and youth in society; childhood socialization and the effects of the family, school, peers, gender roles, the media community, and technology; social problems of children and youth; recommendations for social policy.

354 Sex Roles and Gender (3)

Prerequisite: Sociology 101 or consent of instructor. The effect of traditional and nontraditional sexual stereotypes on attitudes and behavior within the family, the educational system, the economic system and the legal system.

355 Women in Contemporary Society (3)

Prerequisite: Sociology 101 or consent of instructor. Women in American society. Sex role socialization, sexism in institutions, labor force participation, female health and sexuality.

356 Social Inequality (3)

Prerequisites: Sociology 101 and completion the General Education Category III.C.1. This course explores the development, patterns, structures, and consequences of social inequality, with emphasis on social class, race, ethnicity, gender, and sexuality in the U.S. Dynamics of resistance and social change are also discussed

357 Minority Group Relations (3)

Prerequisite: Sociology 101 or consent of instructor. Examines the development and current conditions of minority/majority relations through study of social, political and economic causes and consequences of prejudice and discrimination. Evolutionary and revolutionary movements for change will be studied.

360 Sociology of Death and Dying (3)

Prerequisite: Sociology 101 or consent of instructor. Dying as a social process; functions of bereavement behavior; the grief process; fear of death and dying; death related rituals, demographic aspects of mortality; American death acceptance-denial controversy.

361 Population and the Environment (3)

Prerequisite: Sociology 101 or consent of instructor. Population composition, growth and movement. Social factors affecting birth rates, death rates and migration. Environmental and resource base implications of population growth, urbanization and migration. The role of the economy, poverty, gender and development on population dynamics also discussed.

365 Law and Society (3)

Prerequisite: Sociology 101 or consent of instructor. Examines the relationship between a society and its laws using sociological theory and major concepts. Includes analysis of court process, legal professions, and related social institutions.

371 Sociology of City Life (3)

Prerequisite: Sociology 101 or consent of instructor. The population and ecology, patterns of growth, institutions, characteristic social interaction, values and problems of the urban community.

381 Sociology of Human Sexuality (3)

Prerequisite: Sociology 101 or consent of instructor. Study of the sociological aspects of human sexuality, socio-historical and comparative perspectives; relationships of sexual interaction to life cycle, gender, race, class and power.

385 Family Violence (3)

Prerequisite: Sociology 101 or consent of instructor. For those interested in contemporary issues of family violence: victims, perpetrators and societal responses. Explores causes, intervention and prevention of all types of abuse-child, sibling, spouse, parent and elder-through the examination of theories, research findings and practical field application.

408 Sexual Abuse in American Society (3)

Prerequisites: Sociology 101, 466 or consent of instructor. Sociological examination of sexual abuse in contemporary society, specifically patterns of forcible rape and child sexual victimization. Presentation of theories and research findings regarding causes, consequences and other dynamics of sexual victimization, including responses of social groups to such victimization.

410 Theories of Social Behavior (Formerly 301) (3)

Prerequisite: Sociology 101 or upper-division standing. The main schools of sociological thought, both European and American. Systems of theory, methodology of theorists, cultural change and social institutions.

411 Criminology (3)

Prerequisite: Sociology 101 or consent of instructor. The extent, causes and control of criminal behavior. The criminal law, causal factors and theories, correctional institutions, probation and parole, and preventive efforts.

413 Juvenile Delinquency (3)

Prerequisite: Sociology 101 or consent of instructor. Juvenile delinquency as a social problem. Sociological study of the causes of delinquent behavior, and programs of control, treatment and prevention.

415 Sociology of Corrections (3)

Prerequisite: Sociology 101, 411 or 413, or consent of instructor. Current problems and programs in probation, parole and correctional institutions. For students planning careers in corrections.

416 Sociology of Alcoholism (4)

Prerequisite: Sociology 101 or consent of instructor. Sociological analysis of alcoholism. The socio-emotional causes and consequences of this type of drug addiction. (3 hours seminar; 2 hours activity)

433 Aging and Social Services (3)

Prerequisite: Sociology 443 or consent of instructor. Sociological analysis of social problems of aging with special emphasis on strategies of intervention and barriers to service utilization. Critical examination of community service delivery systems. Review of career opportunities and qualifications required.

443 Sociology of Aging (Formerly 333) (3)

Prerequisite: Sociology 101, upper division standing or consent of instructor. Analysis of population age structure; theories of aging; aging in family, economic, political, religious, educational, leisure/esthetic institutions, aging and ethnicity, social policy and the future of aging.

455 Medical Sociology (3)

Prerequisites: Sociology 101 and upper-division standing. This course is designed to provide the student with a comprehensive sociological perspective for interpreting medicine and medical behavior. In a multifaceted approach, disease processes as they affect the individual and others in his environment, health practice and petitioners, health institutions and the cost and service of health services will be considered.

458 Sociology of Religious Behavior (3)

Prerequisite: Sociology 101 or consent of instructor. Religious behavior examined by social science theories. Religious rituals/ beliefs to cope with anxiety and powerlessness before natural forces and social structures and processes. Religion's contributions to individual identity, societal order and change. (Same as Comparative Religion 458)

459 The Sociology of Marital Dissolution (3)

Prerequisite: Sociology 101 or consent of instructor. The social-psychological causes and consequences of voluntary marital dissolution (separation, divorce). Topics include: the erosion of attachment, personal identity changes, changing and new relationships with others, starting over, dating again, sexuality changes, loneliness, anxieties.

463 Political Sociology (3)

Prerequisite: Sociology 101. Theoretical perspectives; nature of power and authority; social structure and political institutions; elites and decision making; social influences on political behavior; political movements.

466 Deviant Behavior (3)

Prerequisite: Sociology 101. This course explores the social construction, nature and patterns of deviance. Topics include theories of deviance, research on deviance, types of deviance, constructing deviance, deviant identity, relations among deviants, deviant acts, and deviant careers.

467 Sociology of Sport (3)

Prerequisite: Sociology 101. Examines the nature, position, functions, and growing importance of sports in contemporary industrial society. Particular emphasis given to the relationships between structure, variety, and extent of sports activity and other institutional sectors in society.

473 Formal Organizations (3)

Prerequisite: Sociology 101 or equivalent. Sociological analysis of formal organizations (industrial, governmental, welfare, military, medical, educational, correctional, etc.) as systems of social interaction. Includes such topics as blueprinted vs. informal organization, structure, authority, decision-making, role conflicts, communication and morals.

495 Sociological Internship (3)

Prerequisite: Sociology 101 or consent of instructor. Supervised field experience permitting application of relevant sociological material in practical settings. Requires 120 hours in the field.

499 Independent Study (1-3)

Prerequisites: Sociology 101, at least 12 units of sociology and consent of instructor. An individual research project, either library or field. The student must enroll with an instructor whose recognized interests are in the area of the planned independent study. Conferences with the instructor as necessary and the work culminated in one or more papers. May be repeated for credit.

501T Seminar: Topics in Societal Structure and Process (3)

Prerequisite: consent of instructor. Analysis of a specialization within the study of society such as: socialization and personality; deviance; social change; institutional structure and process. May be repeated for credit.

502A The Research Process (3)

Requires the completion of a research project including such elements as theory construction, hypotheses formation, sampling, survey construction, data collection and data analysis. Meets the University Graduate Writing Requirement. Instructional fee.

502B The Research Process (3)

Prerequisite: Sociology 502A. Problems of social research. Causal inferences, value bias and measurement, construction of scales. Instructional fee.

503 Aging and Public Policy (3)

(Same as Gerontology 503)

508 Social and Ethical Issues in Aging (3)

(Same as Gerontology 508.)

581 Advanced Theories of Social Behavior (3)

Prerequisite: Sociology 301 or equivalent or consent of instructor. Basic elements and key problems in constructing and evaluating sociological theories.

596 Community College Symposium (3-6)

Prerequisite: consent of adviser. Introductory sociology, social problems and marriage and family; teaching preparation. Includes oral exam.

597 Project: Agency Placement (3-6)

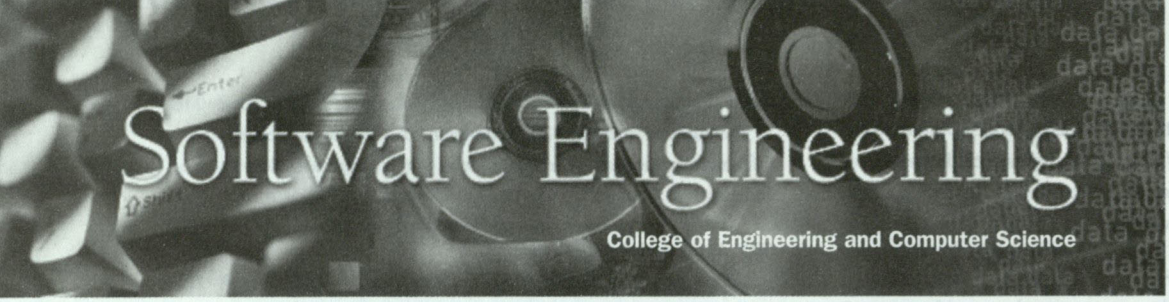
Prerequisite: consent of adviser. Twenty hours per week for one semester or 10 hours per week for two semesters. Choice limited by availability of positions which meet the level of supervision and training for which credit may be given. Includes an oral exam conducted by a master's committee.

598 Thesis (3)

Prerequisites: acceptance as a candidate for the Master of Arts in Sociology, and approval of topic. Individual research under supervision, reported in a thesis, and defended successfully in an oral examination conducted by a faculty committee.

599 Independent Graduate Research (1-3)

Prerequisite: consent of graduate adviser and instructor. Individual research on a library or empirical project, with conferences with instructor as necessary, culminating in one or more papers. May be repeated for credit.



Software Engineering

College of Engineering and Computer Science

INTRODUCTION

Software Engineering is the discipline of developing and evolving software systems that are reliable and efficient, and which are affordable to develop and evolve. The discipline has matured in response to the increasing importance of software, particularly in safety-critical applications, and to the huge impact of large and expensive software systems which affect many people in many parts of society. Unique factors in the evolution of software engineering include the fact that software is intangible and its operation is discontinuous. Thus the discipline seeks to integrate the principles of computing and mathematics with the rigor that engineering disciplines bring to the reliability and trustworthiness of the products developed.

Software engineering students have the opportunity to focus on software reliability, software evolution, and on the development of software systems which are correct from their inception. Learning how to provide genuinely useful and usable software is preeminent.

MASTER OF SCIENCE IN SOFTWARE ENGINEERING

The Master of Science in Software Engineering is a professional degree program housed within the Department of Computer Science and draws upon a team of outstanding faculty with expertise, training, and experience in Computer Science and Software Engineering.

The objective of this program is to prepare individuals for careers as software engineers and software process managers in industry and government agencies.

Benefits of the program include:

- The degree represents a comprehensive, high quality, affordable program staffed by a team of outstanding and dedicated faculty with expertise and experience in Software Engineering, backed up with strong program and administrative support.
- The program is completed in 22 months (2 courses per semester).
- The coursework in the program is 100% online
- The program promotes collaboration, professional networking, and team-building among peers, faculty, staff, and other professionals.
- Graduates of the program will gain valuable knowledge and skills in the development, design, evaluation, and implementation of software engineering. Furthermore, graduates will obtain software process expertise based on sound and current research, theory, and practice and will be well positioned in a competitive job market.

Admission and Program Continuation Requirements:

Minimum State requirements for admission to conditional classified standing in the program include the following:

- A baccalaureate from an accredited institution of higher education.
- A minimum grade-point average of 2.5 in the last 60 semester units attempted as documented by two official copies of transcripts from all higher education institutions attended.
- Good standing at the last college attended.

The deadline for completing online applications is March 1st for the following fall semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadline. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

PROGRAM COORDINATOR

Bin Cong

PROGRAM OFFICE

Computer Science Building 108
Telephone: 714-278-5674
Email: mse@ecs.fullerton.edu

PROGRAM WEBSITE

http://mse.ecs.fullerton.edu

PROGRAM OFFERED

Master of Science in Software Engineering (online offering only)

PROGRAM FACULTY

Ning Chen
James Choi
Bin Cong
Allen Holliday
Dorota Huizinga
Chang-Hyun Jo
Demetrios Michalopoulos

In addition, students must meet the following program requirements:

- For international students from countries where English is not the official language, a TOEFL score of 550.
- Prior IT- related work experience.
- Introductory undergraduate software engineering course (Comp Science 461 or equivalent work experience) and/or phone interview to determine whether the student possesses work experience in the area of software development to satisfy program prerequisites (i.e., the equivalence of Comp Science 461).
- Technology requirements as follows: E-mail account and dependable Internet connection.

Continuation and completion of the program requires:

- Registration, attendance, and successful completion of the virtual orientation and Midpoint Symposium.
- If circumstances force a student to fall out of the original cohort schedule, the student will be permitted to continue in the program, but will default to the next cohort cycle provided the student remains in good academic standing.
- Accessibility Issues: Special accommodations for disabled students will be made on an individual student, as-needed basis in compliance with the CSUF Catalog (online catalog at http://www.fullerton.edu/disabledservices/handbook/SupportiveServices.htm. Please contact the instructor and Program Coordinator if this applies to you.

Study Plan

Attendance at the initial virtual orientation.

Attendance at the virtual midpoint symposium.

Core courses (12 units)

Comp Science 541 Systems and Software Standards and Requirements (3)

Comp Science 544 Software Process Definition (3)

Comp Science 543 Software Maintenance(3)

Comp Science 545 Software Design and Architecture (3)

Advanced Software Process Evaluation Courses (6 units)

Comp Science 542 Software Verification and Validation (3)

Comp Science 547 Software Measurement (3)

Advanced Software Engineering Management Courses (6 units)

Comp Science 546 Software Project Management (3)

Comp Science 548 Professional, Ethical and Legal Issues for Software Engineers (3)

Capstone Experience (6 units)

Comp Science 597* Graduate Project in Computer Science (6)

*(Comp Science 597 will be offered in two consecutive 3-unit segments)

Consult the Computer Science section of the catalog for course descriptions.



Special Education

College of Education

INTRODUCTION

The Department of Special Education at California State University, Fullerton provides exemplary training for special education candidates, general education teachers clearing their preliminary credentials, and persons interested in improving techniques to work with at-risk children. The faculty in the Department of Special Education is nationally recognized for their contributions in the field of Special Education. Combined teaching experience represents more than 70 years of classroom contributions. Credential programs in Mild/Moderate Disabilities, Moderate/Severe Disabilities and Early Childhood Special Education are available. Additionally, certification programs are available for Resource Specialist and Early Childhood Special Education. Candidates can earn a master's degree in any of the above areas. The Department of Special Education provides a program that is nationally accredited (NCATE) in addition to meeting the California Commission on Teacher Credentialing (CCTC) requirements. The Department takes pride in meeting most of the Council for Exceptional Children (CEC) recommended program standards.

The department offers full and part-time programs designed to accommodate students who have full-time employment, family responsibilities or wish to resume their university studies leisurely.

The Department of Special Education has moved in the direction of competency (performance-based) program outcomes and is strongly committed to a conceptual knowledge and skill based framework soundly integrated with the philosophies of the university, school, and division.

The University Mission, College Philosophy and Department theme emphasize the active, social nature of learning, the interconnections among ways of learning, the dispositions of inquiry, and the relationship to the larger diverse society. The refined mission and marks indicate the department is both substantive and technical, theoretical and practical, realistic and entrepreneurial.

CONCEPTUAL FRAMEWORK

University

Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. The inherent purpose of the University is to extend, refine, and diffuse knowledge.

Students

The quality of the educator is the most critical variable in education. It is our central promise that educators possess a wide constellation of knowledge and skills. These include knowledge of the subject taught, understanding of development and learning, pedagogical skills in communicating knowledge, and awareness of the social and political contexts of schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of culture and diversity, and a professional commitment to work collaboratively with other professionals to provide the highest quality education to a diverse, multicultural population.

Faculty

The faculty at CSU Fullerton is committed to excellence in teaching and demonstrates the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promote reflective practice based on sound research and theory coupled with real world problems. AT CSU Fullerton, learning expands beyond the classroom to include partnerships within the community.

COLLEGE OF EDUCATION DEAN

Ashley Bishop (Acting)

SPECIAL EDUCATION DEPARTMENT CHAIR

Belinda Karge

DEPARTMENT OFFICE

Education Classroom 503

DEPARTMENT WEBSITE

http://ed.fullerton.edu/sped/home.html

PROGRAMS OFFERED

Master of Science in Education

- Concentration in Special Education

Education Specialist Credentials

- Mild/Moderate Disabilities
- Moderate/Severe Disabilities
- Early Childhood Special Education

Certificates of Competency

- Resource Specialist
- Early Childhood Special Education

FACULTY

Stephen Aloia, Doreen Ferko, Barbara Glaeser, Belinda Karge, Joan Levine, Barbara Lyons, Robert Ortiz, Melinda Pierson, Judy Smith, Kristin Stang, Judy Sylva, Jan Weiner

MISSION STATEMENT OF THE DEPARTMENT OF SPECIAL EDUCATION

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in:

- Mild/Moderate Disabilities
- Moderate/Severe Disabilities
- Early Childhood Special Education

The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that is multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master's degree candidates with a broad background in the physiological, environmental, and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition, and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities. Master's degree programs are available in all areas of specialty.



APPLICATION DEADLINES

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

ADMISSION REQUIREMENTS

1. University graduate application
2. Department of Special Education application
3. Three letters of recommendation
4. Letter of intent including education philosophy, purpose statement (This is the same as an autobiography.)
5. Overall grade point average of 2.75 for credential programs; 3.0 for Master of Science Program
6. Certificate of Clearance
7. U.S. Constitution verification
8. Passage of the California Subject Examinations for Teachers (CSET) of the National Teacher Examination (PRAXIS) or completion of the single subject preparation program, or completion of any single subject competency examination approved by the state (for Mild/Moderate, Moderate/Severe program candidates only).
9. Completion of the California Basic Education Skills Test (CBEST) (For all candidates)
10. Satisfactory completion of prerequisite courses:
    a. Special Ed 371 (for all candidates)
    b. Ed El 315A and 315B, Child/Adolescent Studies 315 or equivalent (for those students interested in working with elementary students) and Ed El 325 for those candidates interested in a dual credential (multiple subject and special education)

       OR

       Ed Sec 310 and Ed Sec 320 (for those students interested in working with secondary students) and Ed Sec 330 and Ed Sec 340 for those candidates interested in a dual credential (secondary education and special education).
    c. Courses on transcripts reflecting Child Development-Birth-8 (for early childhood majors only)
11. Field experience with typically developing students (for all programs)
12. Faculty interview.

For further information please call the department office (714) 278-5453.

EDUCATION SPECIALIST CREDENTIALS

Programs leading to three Education Specialist credentials are available. They are:

1. Specialist credential to teach persons with mild/moderate disabilities including specific learning disabilities, mild mental retardation, and other health-impaired and emotional disturbance (Mild/Moderate).
2. Specialist credential to teach persons with moderate/severe disabilities including severely developmentally disabled, mental retardation, multi-handicapped, emotionally disturbed, and children with autism (Moderate/Severe).
3. Specialist credential to teach infants, toddlers, and preschool children with disabilities (Early Childhood Special Education).

The California Commission on Teacher Credentialing adopted a policy that requires all special education teaching credential candidates to complete preparation programs for a preliminary (Level I) and professional (Level II) credential. All persons completing Level I preparation programs are required to obtain a professional clear special education credential (Level II) through an approved university program within five years of the date of issuance of the Level I credential.

Advisement is available to any student seeking an Education Specialist credential in the Department of Special Education. New students will be assigned an adviser at the time of admission to the Department of Special Education. Students should meet with their adviser during the first semester of enrollment in the Department of Special Education to file a study plan. The specific courses needed vary based on student experience. Do not self-advise! It is critical to meet with a department adviser.

The Special Education Specialist Credential consists of three phases:

1. A prerequisites phase in which students are introduced to the basic characteristics of the various types of disabilities, make field observation in various settings, and experience practices and procedures of the day-to-day world of teaching exceptional students;
2. A core-components phase, where the issues and concerns related to statistical assessment and identification of exceptional individuals as well as the legal mandates and regulations of special education law, exploration of the dynamics of disabilities as it relates to families and parents; and effective researched based teaching techniques are mastered.
3. An advanced specialization phase, in which specific issues related to the area of specialty are addressed, i.e. characteristics and teaching methods courses relating to the specific disability area, including the on-site field support components for all credentials and the resource specialist certificate. Students must finish the prerequisite phase before entering the other two areas. The core-components phase and the advanced specialization phases are taken concurrently to allow the teacher to learn about their field of specialization as quickly and efficiently as possible. At the end of Phase III, candidates qualify for a Level I credential. Level II credential is designed as an induction period to support new teachers on-the-job. Each candidate selects a specific area of emphasis. Several courses in Level II lead to a master's degree.

Undergraduates anticipating career options in Special Education may take any 200-300 or 400-level course prior to program admission.

Streamlined Teacher Education Program

Designed for freshmen planning to be teachers, students in the Streamlined Teacher Education Program (STEP) combine their bachelor's degree requirements with credential program courses to earn both the degree and the preliminary credential in an efficient, well-planned program. For a special education credential, one additional semester is required. Students in STEP complete the requirements for the bachelor's degree in either Child and Adolescent Development or Liberal Studies and the requirements for a Professional (preliminary) Multiple Subject Credential (for teaching elementary school) and/or an Education Specialist Credential (for teaching special education).

Students in STEP benefit from early field experience in K-12 classrooms, regular contact with faculty members from their major departments and from the education departments, and regular advisement and support throughout the program. Students in STEP also have multiple opportunities to meet and work with other students in the program, facilitating their social connections with other students with similar career aspirations.

Transfer students may also participate in STEP. To be well-positioned to participate in the program, they must seek advisement from their community college counselors as early in their academic careers as soon as possible. Students in this program must take a particular pattern of courses to satisfy General Education Program requirements. Transfer students should check the Center for Careers in Teaching website for more information.

For further information about STEP, please visit the Center for Careers in Teaching (CCT) website at www.fullerton.edu/cct or visit the CCT directly in H 113.

MILD/MODERATE AND MODERATE/ SEVERE CREDENTIAL

Level I

Special Ed 421 Working with Families of Individuals with Disabilities (3)

Special Ed 430 Foundations in School Teaching (3)

Special Ed 433 Language Arts and Reading Instruction in the Public Schools (3)

Special Ed 435 Mathematics Curriculum and Instruction in Elementary School Teaching (2)

Special Ed 438 Supervised Fieldwork in Elementary Teacher Education (2)

Special Ed 439 Student Teaching in Elementary School (5)

OR Ed Sec 449E Externship in Secondary Teaching (3)

Special Ed 453 Portfolio Development and Assessment (1)

Special Ed 462 Practices and Procedures in Special Education (3)

Special Ed 463 Characteristics of Individuals with Mild/Moderate Disabilities (3)

OR Special Ed 464 Characteristics of Individuals with Moderate/ Severe Disabilities (3)

Special Ed 482A Curriculum and Methods for Individuals with Mild/ Moderate Disabilities

OR Special Ed 482B Curriculum and Methods for Individuals with Moderate/Severe Disabilities (3)

Special Ed 489A Directed Teaching in Special Education (A) (6)

OR Special Ed 489B Directed Teaching in Special Education (B) (6)

Special Ed 520 Assessment in Special Education (3)

Special Ed 522 Positive Behavior Support (3)

Special Ed 531 Seminar: Individuals with Moderate/ Severe Disabilities (3)

OR Special Ed 532 Seminar: Individuals with Mild/ Moderate Disabilities (3)

Level II

Health Sci 358 Health Education (3)

Special Ed 304 Personal Proficiency in Educational Technology for Secondary Teachers (3)

Special Ed 510 Research Methods and Statistics (3)

Special Ed 529 Collaborative and Consultative Seminar (3) (Induction Plan Written)

Special Ed 533 Seminar: Issues and Trends in Collaborative/ Consultative Services (3) (Induction Plan Finalized)

Special Ed 584 Transition, Vocation, and Careers Over the Lifespan

Special Ed 586 Current Trends and Issues in Special Education (3)

Special Ed 599 Independent Graduate Research (1-3)

EARLY CHILDHOOD SPECIAL EDUCATION CREDENTIALS

Level I

Human Comm 407 Speech-Language Development and Disorders for Educators (3) or adviser agreed upon equivalent

Special Ed 371 Exceptional Individual (3)

Special Ed 400 Early Childhood Special Education (3)

Special Ed 421 Working with Families of Individuals with Disabilities (3)

Special Ed 430 Foundations in School Teaching (3)

Special Ed 436 Literacy for Early Childhood Special Education Specialists (3)

Special Ed 489A Directed Teaching in Special Education (A) (6)

OR Special Ed 489B Directed Teaching in Special Education (B) (6)

Special Ed 514 Infant Assessment and Intervention (3)

Special Ed 515 Preschool Assessment and Intervention (3)

Special Ed 522 Positive Behavior Support (3)

Special Ed 535 Seminar in Special Education: Early Intervention (3)

Level II

Health Sci 358 Health Education (3)

Special Ed 304 Personal Proficiency in Educational Technology for Secondary Teachers (3)

Special Ed 510 Research Methods and Statistics (3)

Special Ed 529 Collaborative and Consultative Seminar (3) (Induction Plan Written)

Special Ed 533 Seminar: Issues and Trends in Collaborative/ Consultative Services (3) (Induction Plan Finalized)

Special Ed 584 Transition, Vocation, and Careers Over the Lifespan (3)

Special Ed 586 Current Trends and Issues in Special Education (3)

Special Ed 599 Independent Graduate Research (1-3)

Education Specialist Level II

Clear Credential

Candidates may take Level II online courses through Extended Education. This option is made available to persons who attained their Level I at another California institution.

SPECIAL EDUCATION UNIVERSITY INTERNSHIP

The department currently has a two-year internship program designed to offer support to teachers on the job in local school districts. The interns receive systematic support, guidance and feedback from both the participating school districts and from university faculty and staff.

Prerequisites:

1. Letter from school district providing starting date of employment for internship
2. Completion of Intern Credential application (pick-up in the Credential Center, College Park 740)
3. Acceptance into the Special Education program, including completion of department prerequisite coursework.
4. Evidence of subject matter competency
5. Passage of the California Basic Education Skills Test (CBEST)
6. Special Ed 371, 421, 430 and 462. Completion of all or partial general education course work

Special program features include (1) an emphasis on effective teaching strategies in reading and mathematics and (2) specialized training in collaboration skills for the inclusive classroom including positive behavior supports, diversity awareness and curriculum modifications and adaptations for the inclusive classroom.

MASTER OF SCIENCE IN EDUCATION (SPECIAL EDUCATION)

This program is designed to prepare graduate students to critically analyze and evaluate empirically based research; theoretical constructs and philosophical foundations; and historical, psychological, and sociological issues related to the education of individuals with disabilities. It focuses on analysis and interpretations of policy as related to curriculum, pedagogy, and methodology. Specific emphasis is offered in the areas of Early Childhood Special Education, Collaborative-Consultation, Mild/Moderate Disabilities, Moderate/Severe Disabilities, and the Education of the Gifted and Talented.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see http://www.csumentor.edu). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Admission to Graduate Standing: Conditionally Classified

Requirements include a baccalaureate degree from an accredited institution and a grade-point average of at least 3.0 in the last 60 semester units attempted (see the "Graduate Regulations" section of this catalog for policies and procedures regarding admission).

Graduate Standing: Classified

A student who meets the admission requirements and the following requirements may be granted classified graduate standing:

1. Grade-point average of 3.0 or better in all previous academic and related work
2. An approved major
3. Completion of Special Ed 371 Exceptional Individual
4. Satisfactory interview and autobiography
5. Development of a study plan approved by the Special Education Department's graduate program adviser and the Associate Vice President, Academic Programs (Graduate Studies Office)

Study Plan

Core Classes (15 units)

Special Ed 510 Research Methods and Statistics (3)

Special Ed 522 Positive Behavior Support (3)

Special Ed 529 Collaborative and Consultative Seminar (3)

Special Ed 530 Graduate Seminar in Giftedness and Creativity

OR Special Ed 531 Seminar; Individuals with Moderate/Severe Disabilities (3)

OR Special Ed 532 Seminar: Individuals with Mild/Moderate Disabilities (3)

OR Special Ed 535 Seminar in Special Education: Early Intervention (3)

Special Ed 586 Current Trends and Issues in Special Education (3)

Electives (12 units)

Adviser-approved elective courses include a minimum six units 500-level, maximum six units 400-level and maximum six units from other departments.

Project/Thesis (3 units)

Special Ed 597 Project (3)

OR Special Ed 598 Thesis (3)

RESOURCE SPECIALIST CERTIFICATE OF COMPETENCY

The curriculum for the Resource Specialist certificate of competency is designed to prepare candidates having approved entry level skills and professional preparation to assume the role as resource specialists in programs serving special education students. The certificate program meets the competencies set forth by the California Commission on Teacher Credentialing as well as additional standards deemed appropriate by the faculty of the Department of Special Education, other university personnel and community advisory board members. Students desiring this certificate without enrolling for a degree or credential should apply for admission to the university as postbaccalaureate with a Resource Specialist objective.

Prerequisites

1. A 3.0 grade-point average in teacher presentation coursework.
2. Passage of the California Basic Education Skills Test (CBEST).
3. Evidence of multiple subject or single subject credential.
4. Appropriate Advanced Specialist Credential in Special Education. (Learning Handicap or Severe Handicap). Students should contact a department adviser prior to initiating a program for the R.S.P. Certificate.

Note: Verification of three years of successful teaching involving regular class and special education experience is necessary before the certificate will be granted.

CERTIFICATE IN EARLY CHILDHOOD SPECIAL EDUCATION

This fifth-year professional certificate program is designed to meet the standards and competencies adopted by California's Commission on Teacher Credentialing. This two-semester program provides professional training to enable students to teach in Early Childhood Special Education programs for children with special needs ages birth through five years.

Note: Only nine units of graduate-level coursework from another institution can be petitioned to fulfill equivalent course requirements in the certificate program and this certificate can only be added to a clear credential.

Prerequisites

1. Baccalaureate degree in an interdisciplinary field related to Special Education (e.g., Child and Adolescent Development, Nursing, Human Services, Psychology, Kinesiology, and degree programs with Adapted Physical Education emphases, etc.)
2. Minimum grade-point-average of 2.75.
3. Background knowledge in typical child development and experience with young children.
4. Met all Department prerequisites described in this catalog.
5. Verification of a clear Education Specialist leve II Credential.

Study Plan

Core Requirements (21 units)

Special Ed 400 Early Childhood Special Education (3)

Special Ed 421 Working with Families of Individuals with Disabilities (3)

Adviser-approved Directed Teaching in Special Education Course (6)

Special Ed 514 Infant Assessment and Intervention (3)

Special Ed 515 Preschool Assessment and Intervention (3)

Special Ed 535 Seminar in Special Education: Early Intervention (3)

Electives

The nine elective units must meet the following criteria: (1) courses will have to diversify and expand upon the student's previous higher education coursework or degree program, and (2) all selected coursework will have to be approved by the student's program adviser.

SPECIAL EDUCATION COURSES

Courses are designated as SPED in the class schedule.

110 The Teaching Experience: Exploration (2-3)
(Same as Ed Sec 110)

250 Disabilities: The Movies and the Media (3)
A critical overview of issues related to prejudice, misperceptions, and stereotypes of individuals with disabilities. A special feature of the course is the opportunity to view numerous contemporary films and videos on persons with disabilities.

304 Personal Proficiency in Educational Technology for Secondary Teachers (Formerly Special Ed 404) (3)
(Same as Ed Sec 304.)

371 Exceptional Individual (3)
Provides overview of all areas of exceptionalities and topical review of characteristics of individuals with exceptional needs. A special feature is the opportunity to participate in various simulations and activities designed to enhance the understanding of diversity in our society. Course includes an opportunity to work in the field with persons with disabilities. Thirty hours of fieldwork is required.

400 Early Childhood Special Education (3)
Prerequisite: Child/Adolescent Studies 325A or equivalent course in normal infant and early childhood development. Provides characteristics of young children ages birth-5 years with disabilities, developmental delays and those "at risk" for developmental delays. Rationale for early intervention and preschool programs, program models, and service delivery approaches will be presented.

410 Research Methods and Statistics for Teachers (3)

Prerequisites: Level I Education Specialist (Preliminary) Credential. Designed to introduce teachers to the basic knowledge and skills necessary to effectively understand and apply research. Students will be introduced to commonly used research methods and statistical procedures employed in educational research. Offered online only. Not available for use on a graduate study plan.

411 Mainstreaming (3)

Designed to assist school personnel to implement the "Least Restrictive Environment" placement requirement of Individuals with Disabilities Education Act (IDEA). Emphasis will be placed upon techniques and strategies to modify general education classrooms to accommodate all students with ability differences. This course fulfills the state requirement for Clear Credential.

421 Working with Families of Individuals with Disabilities (3)

Prerequisite: Special Ed 371 or consent of instructor. Examines characteristics of family systems; functional assessment of family needs, concerns, and priorities. Focuses on effective communication, collaborative skills and identification of community resources.

430 Foundations in School Teaching (Formerly Special Ed 430A) (3)

(Same as Ed El 430)

433 Language Arts and Reading Instruction in the Public Schools (3)

(Same as Ed El 433)

434 Methods and Inquiry for Teaching English Learners (2)

(Same as Ed El 434)

435 Mathematics Curriculum and Instruction in Elementary School Teaching (2)

(Same as Ed El 435)

436 Literacy for Early Childhood Special Education Specialists (3)

Prerequisite: Special Ed 371. Students enrolled in the Early Childhood Special Education credential program will learn the basic principles of and teaching techniques for emergent literacy in reading, writing and verbal and non-verbal communication for children with disabilities birth to age five. Not available for graduate degree credit. Credit/No Credit Only.

438 Supervised Fieldwork in Elementary Teacher Education (Formerly Special Ed 430C) (1-2)

(Same as Ed El 438)

439 Student Teaching in the Elementary School (Formerly Special Ed 439A) (5-14)

(Same as Ed El 439)

440 Introduction to Bilingual/Multicultural Special Education (3)

Prerequisite: Special Ed 371. Introduction to issues and topics related to the teaching and provision of services to culturally and linguistically diverse students with exceptionalities. Not available for use on a graduate study plan.

450 Visual and Performing Arts Methods: Art, Dance, Drama and Music (Formerly part of Special Ed 439B) (1)

(Same as Ed El 450)

451 Community, School, and Classroom Issues (Formerly part of Special Ed 439B) (1)

(Same as Ed El 451)

452 P.E., Health and Mainstreaming Education (Formerly part of Special Ed 439B) (1)

(Same as Ed El 452)

453 Portfolio Development and Assessment (Formerly part of Special Ed 439B) (1)

(Same as Ed El 453)

462 Practices and Procedures in Special Education (3)

Prerequisite: Special Ed 371 or consent of instructor. Critically examines current laws, educational implementation, and related practices in Special Education from birth through 21 years. Emphasizes issues of multiculturalism; non-discriminatory assessment, curriculum and instructional strategies; federal, state, and community resources.

463 Characteristics of Individuals with Mild/Moderate Disabilities (3)

Prerequisites: Special Ed 371 or consent of instructor. In-depth examination of individuals with diverse cognitive, social-emotional, and physical characteristics and their educational needs. Offered as Web course only.

464 Characteristics of Individuals with Moderate/Severe Disabilities (3)

Prerequisite: Special Ed 371 or consent of instructor. In-depth examination of individuals with diverse cognitive, social-emotional, behavioral and physical characteristics and their educational needs.

482A Curriculum and Methods for Individuals with Mild/Moderate Disabilities (3)

Prerequisites: Special Ed 430, 433, 435, 462 and 463. Presents curriculum development, instructional methodology and materials for teaching individuals with mild/moderate disabilities. Focuses on instructional strategies permitting access to the Core curriculum.

482B Curriculum and Methods for Individuals with Moderate/Severe Disabilities (3)

Prerequisite: Special Ed 430, 433, 435, 462, and 464. Presents curriculum development, instructional methodology and materials for teaching individuals with moderate/severe disabilities. Includes functional academics, life skills, and adaptations to Core curriculum.

489A Directed Teaching in Special Education (A) (6)

Prerequisite: Special Ed 430, 433, 435, 439, 462, 463, 482A, 520, 522, passing score on the CSET, and department approval. Directed teaching in department-approved Mild/Moderate placement to meet California's Mild/Moderate credential requirements. Must be taken Credit/No Credit.

489B Directed Teaching in Special Education (B) (6)

Prerequisites: Special Ed 430, 433, 435, 439, 462, 464, 482B, 520, 522, passing score on the CSET, and department approval. Directed teaching in department-approved Moderate/Severe or early childhood placement to meet California's Moderate/Severe or early childhood special education credential requirements. Must be taken Credit/No Credit.

490 Field Studies: Special Education (1-3)

Prerequisites: Special Ed 371 or Special Ed 400 and consent of Department Chair. Supervised practicum/field or clinical experience with exceptional individuals related to skills and competencies specified for the completion of university- or State-approved endorsements or certificates. May be repeated for credit. Must be taken Credit/No Credit.

496 Senior Educational Practicum (1-3)

Prerequisites: approval by department chair and instructor. Provides for an advanced level of educational practicum within school and/or agency settings.

499 Independent Study (1-3)

Prerequisites: senior or graduate standing, department chair approval, and consent of instructor. Supervised individual studies under the direction of faculty member. Experimental, research or creative projects.

510 Research Methods and Statistics (3)

Prerequisites: Special Ed 530, 531, 532 or 535; and Special Ed 520. Covers educational research methodology and statistics. Considers the various methods of education research, the formulation of research hypotheses, the preparation of research documents. Focuses on the understanding of descriptive and inferential statistics in educational research.

514 Infant Assessment and Intervention (3)

Prerequisites: Child/Adolescent Studies 315, Special Ed 400 or equivalent. A transdisciplinary model for assessment of infants birth to three years of age at risk for developmental delays and their families will be presented. Culturally sensitive assessments and family-focused interventions used to develop Individualized Family Service Plans (IFSP) will be presented.

515 Preschool Assessment and Intervention (3)

Prerequisites: Child/Adolescent Studies 315, Special Ed 400 or equivalent. An assessment of preschool-age children at risk for developmental delays and their families using both formal and informal testing instruments. Translation of child and family assessments into preschool special education program planning will also be discussed.

520 Assessment in Special Education (3)

Prerequisites: Special Ed 371, 462, 482A or 482B. Critically examines the application of measurement and data analysis in the K-12 classroom.

522 Positive Behavior Support (3)

Prerequisite: Special Ed 371, 411, 462, 482A, 482B or 514. Focuses on developing an educational approach to supporting positive behaviors in the classroom and community. Emphasis on regulations mandated by Hughes AB 2386. Behavior Intervention Case Manager (BICM) certificate provided to qualified personnel.

528 Advanced Special Education Seminar: Curriculum, Assessment, and Instructional Management (3)

Prerequisites: Special Ed 463 or 464. Presents collaborative and consultative strategies and techniques for delivering direct and indirect services to individuals with disabilities in a continuum of settings.

529 Collaborative and Consultative Seminar (3)

Prerequisites: Special Ed 463, 464 and/or Level I preliminary specialist credential. Provides training in staff development, theory and communication skills needed to work with decision-making groups. Candidates design state mandated induction plan for professional growth.

530 Graduate Seminar in Giftedness and Creativity (3)

Prerequisite: Special Ed 463 or consent of instructor. An examination of varieties of higher cognitive functioning and those characteristics or performances described as creativity. Focus on ways to enhance skills in analysis, synthesis, evaluation, creative problem solving and divergent productions.

531 Seminar: Individuals with Moderate/Severe Disabilities (3)

Prerequisite: Special Ed 371, 464 recommended or equivalent and Special Ed 482B. Analysis of selected issues with major emphasis on independent investigation into the contributions of contemporary theory and research and the review of the emerging trends.

532 Seminar: Individuals with Mild/Moderate Disabilities (3)

Prerequisites: Special Ed 371, 463 recommended or equivalent and Special Ed 482A. Analysis of selected issues with major emphasis on independent investigation into the contributions of contemporary theory and research and the review of the emerging trends.

533 Seminar: Issues and Trends in Collaborative/ Consultative Services (3)

Prerequisites: Special Ed 510, 529, 586, 599 and candidate must be in final semester of Level II education specialist program. Investigates contemporary research and practices as they apply to collaborative and consultative services in school and agency settings.

535 Seminar in Special Education: Early Intervention (3)

Prerequisites: graduate status and Special Ed 400, 514, and 515. A seminar emphasizing the theoretical bases, research related to assessment and service delivery approaches, and current issues and trends in early childhood intervention.

550 Bilingual/Multicultural Special Education (3)

Prerequisites: Special Ed 371 and 411. Examination of issues related to the provision of services to culturally and linguistically diverse students with exceptionalities.

584 Transition, Vocation, and Careers Over the Lifespan (3)

Prerequisite: Special Ed 371 or 411. Focuses on the development of curriculum and methods addressing transition, vocation, career and social competency issues from infancy to adulthood.

586 Current Trends and Issues in Special Education (3)

Prerequisites: graduate status and consent of instructor. Examines philosophical, social, economical, and educational issues which underlie decision-making with respect to curriculum and methods in special education.

597 Project (1-3)

Prerequisite: consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

598 Thesis (1-3)

Prerequisite: consent of instructor. Conducts individual research; conferences with the instructor culminating in a thesis.

599 Independent Graduate Research (1-3)

Prerequisite: consent of instructor. Independent inquiry. For qualified graduate students.



DEPARTMENT CHAIR

Susan Hallman

DEPARTMENT OFFICE

Performing Arts 157

DEPARTMENT WEBSITE

http://www.theatre.fullerton.edu

PRODUCTION OFFICE

Performing Arts 126

PROGRAMS OFFERED

Bachelor Arts in Theatre Arts
- Liberal Arts
- Production/Performance
  - Acting
  - Directing
  - Playwriting
  - Technical Production/Design
- Teaching

Bachelor of Fine Arts in Theatre Arts
- Musical Theatre

Bachelor of Arts in Dance

Master of Fine Arts in Theatre Arts
- Acting
- Directing
- Design and Technical Production

Secondary Teaching Credential

FACULTY

Barbara Arms, Joseph Arnold, Evelyn Case, Svetlana Efremova-Reed, Donn Finn, John Fisher, Debra Garcia Lockwood, Bruce Goodrich, Susan Hallman, Mitchell Hanlon, Eve Himmelheber, Lawrence Jasper, Robin Johnson, Gladys Kares, Alex MacKenzie, William Lett, Joan Melton, William Meyer, David Nevell, Debra Noble, Lawrence Peters, Ann Sheffield, James R. Taulli, Jim Volz, Abel Zeballos

INTRODUCTION

The Department of Theatre and Dance undergraduate and graduate programs include the fields of acting, dance, directing, musical theatre, playwriting, technical production and design. Specifically, the course work and theatrical and dance production activities are arranged to provide opportunities for students (1) to develop an appreciation for theatre arts and dance; (2) to become aware, as audience or participants, of the shaping force of theatre arts and dance in society; (3) to improve the knowledge and skills necessary for work in the theatrical arts profession and careers in dance; (4) to pursue graduate studies; and (5) to prepare for teaching theatre.

Public performance is at the center of the department's programs. Therefore, continuing theatre and dance production activities are essential for all students at California State University, Fullerton, including the undergraduate and graduate theoretical student as well as the undergraduate pre-professional and graduate conservatory student. The program in dance is designed to develop basic technique, ability to perform, and fundamental principles that lead to a fuller appreciation of the art. Within a clear framework of technique and dance studies, students will encounter challenges in both areas. Public performance as well as a sound academic schedule is considered paramount.

The Theatre and Dance Department is accredited by both the National Association of Schools of Dance and The National Association of Schools of Theatre. The theatre undergraduate program ranks among the top 16 schools in the nation according to the Performing Arts Major's College Guide published by Macmillan Books. The dance program is also ranked among such noteworthy programs as Cornell, Duke, Hofstra and Brigham Young Universities.

GENERAL BACHELOR'S DEGREE REQUIREMENTS

The Bachelor of Arts degree requires a minimum of 120 units and the Bachelor of Fine Arts requires a minimum of 132 units. This includes courses for the major, General Education and any free electives.

The concentration in Liberal Arts in theatre is for those who wish to study theatre as a cultural contribution or who wish to pursue graduate degrees in theatre with an emphasis in theory and research. It is strongly recommended that students electing this plan support the major with approved electives from art, music, foreign languages, literature, philosophy or speech.

Teaching in theatre meets the requirements of the teaching credential with specialization in secondary teaching.

The Bachelor of Fine Arts Degree is designed for those wishing to pursue a career as a professional artist. Currently a concentration in Musical Theatre is offered.

The Bachelor of Arts in Dance is designed to develop competency for pursuing careers in dance or for pursuing a graduate degree in dance. Dance majors must enroll in daily technique classes to meet the demands of choreographic and performance challenges. The Bachelor of Arts in Dance necessitates the daily training of the body and mind in technique classes. Dance majors are advised to participate in two daily classes, preferably one in Ballet and the other in Modern.

In addition to the requirements listed below for the major, students must meet the university requirements for general education. Students pursuing a concentration in Teaching must meet all specific requirements for the desired teaching credential. See description of secondary school teaching credential program under Department of Secondary Education. In addition, students pursuing the Teaching concentration should see the department's secondary education adviser regarding the course sequence required for the single subject waiver in English.

To qualify for a B.A. or B.F.A. degree with a major in theatre or dance, students must have a "C" (2.0) or better in all theatre, dance or music courses required for the degree. In addition to course requirements, all theatre and dance majors will enroll for two units of Theatre 478B each semester of residency up to a maximum of eight semesters. All dance majors are strongly encouraged to enroll in Dance 478A Performance each semester.

Theatre 477 with a grade of "C" (2.0) or better fulfills the upper-division writing requirement for theatre majors. Dance 325 with a grade of "C" (2.0) or better fulfills the upper-division writing requirement for dance majors.

Theatre 200, or its equivalent, is a prerequisite for all upper-division theatre courses with the exception of Theatre 478A,B. Transfer students may take Theatre 200 concurrently with their first semester of upper-division courses. Prior to entering their junior year, or upon transferring to Cal State Fullerton, all students electing an Acting emphasis under the Production/ Performance concentration, a Musical Theatre concentration under the B.F.A., or the major in Dance will be evaluated and advised as to potential for advancement in the emphasis or major. Auditions are held only at the end of the Spring Semester for entrance into the junior level performance classes. Students should contact the department regarding audition requirements.



BACHELOR ARTS IN THEATRE ARTS

Second Language Graduation Requirement

Since the Bachelor of Arts in Theatre Arts is a high-unit program, majors in this concentration are exempt from the Second Language Graduation Requirement.

LIBERAL ARTS CONCENTRATION

Students in the Liberal Arts Concentration must take Theatre 110 Oral Communication of Literature (3) to fulfill General Education Category I.A.

Lower-Division Core (12 units)

Theatre 200 Art of the Theatre (3)

Theatre 263A Acting I: Majors (3)

Theatre 276 Introduction to Stagecraft (3)

Theatre 277 Introduction to Costume Design (3)

Upper-Division Core (21 units)

Theatre 351 Theatre Management (3)

Theatre 370A Fundamentals of Directing (3)

Theatre 386 Fundamentals of Lighting Design (3)

Theatre 475A,B,C World Theatre (9)

Theatre 477 Seminar in Writing Critical Techniques (3)

Electives (24 adviser-approved units)

Acting/Directing (3-9 units minimum)

Theatre 141A,B Voice/Movement for Stage I (6)

Theatre 263B Acting I: Majors (3)

Theatre 350 Stage Management (2)

Theatre 363A Acting II: Majors (3)

Theatre 370B Fundamentals of Directing (3)

Theatre 470A Advanced Directing (3)

Technical Theatre and Design (3-9 units minimum)

Theatre 279 Drafting for the Theatre (3)

Theatre 285 Theatrical Makeup (3)

Theatre 288 Introduction to Scene Design (3)

Theatre 377 Costume Design (3)

Theatre 387 Audio Techniques (3)

Theatre 388 Period Style and Form for the Theatre (3)

Theatre 486 Advanced Lighting Design (3)

Theatre 487 Advanced Audio Techniques (3)

Theatre 488 Advanced Design and Production (3)

Upper-Division Electives (12 adviser-approved units)

PRODUCTION/PERFORMANCE CONCENTRATION

Acting Emphasis

Students in the Acting Emphasis must take Theatre 110 Oral Communication of Literature (3) to fulfill General Education Category I.A.

Lower-Division (21 units required)

Theatre 141A,B Voice/Movement for Stage I (6)

Theatre 200 Art of the Theatre (3)

Theatre 263A,B Acting I: Majors (6)

Six units selected from:

Theatre 276 Introduction to Stagecraft (3)

OR Theatre 277 Introduction to Costume Design (3)

Theatre 285 Theatrical Makeup (3)

Upper-Division (36 units required)

Theatre 310 Oral Interpretation of Shakespeare (3)

Theatre 363A,B Acting II: Majors (6)

Theatre 370A Fundamentals of Directing (3)

Theatre 463A,B Acting III: Majors (6)

Theatre 475A,B,C World Theatre (9)

Theatre 477 Seminar in Writing Critical Techniques (3)

Theatre 482A,B Acting IV: Camera Techniques for Actor and Director (3,3)

Directing Emphasis

Lower-Division (24 units required)

Theatre 141A,B Voice/Movement for Stage I (6)

Theatre 200 Art of the Theatre (3)

Theatre 263A,B Acting I: Majors (6)

Theatre 276 Introduction to Stagecraft (3)

Theatre 277 Introduction to Costume Design (3) or Theatre 285 Theatrical Makeup (3)

Theatre 288 Introduction to Scene Design (3)

Upper-Division (35 units required)

Theatre 350 Stage Management (2)

Theatre 351 Theatre Management (3)

Theatre 370A,B Fundamentals of Directing (6)

Theatre 386 Fundamentals of Lighting Design (3)

Theatre 470A,B Advanced Directing (6)

Theatre 475A,B,C and E World Theatre (12)

Theatre 477 Seminar in Writing Critical Techniques (3)

All theatre majors with an emphasis in directing must assistant stage manage a production either prior to or concurrently with Theatre 470A, Advanced Directing, and must stage manage a production prior to graduation.

Playwriting Emphasis

Students in the Playwriting Emphasis must take Theatre 110 Oral Communication of Literature to fulfill General Education Category I.A.

Lower-Division (12 units required)

Theatre 200 Art of the Theatre (3)

Theatre 263A Acting I: Majors (3)

Theatre 276 Introduction to Stagecraft (3)

OR Theatre 277 Introduction to Costume Design (3)

Theatre 288 Introduction to Scene Design (3)

Upper-Division (41 units required)

Theatre 350 Stage Management (2)

Theatre 364 Seminar in Playwriting (3,3)

Theatre 370A,B Fundamentals of Directing (6)

Theatre 386 Fundamentals of Lighting Design (3)

Theatre 464 Advanced Playwriting (3)

Theatre 470A,B Advanced Directing (6)

Theatre 475A,B,C, and E World Theatre (12)

Theatre 477 Seminar in Writing Critical Techniques (3)

Students in the Playwriting Emphasis must assistant direct a production either prior to or concurrently with Theatre 470A.

Technical Production/Design Emphasis

Students in Technical Production/Design Emphasis must take Theatre 110 Oral Communication of Literature to fulfill General Education Category I.A.

Lower-Division (21 units required)

Theatre 200 Art of the Theatre (3)

Theatre 263A Acting I: Majors (3)

Theatre 276 Introduction to Stagecraft (6)

Theatre 277 Introduction to Costume Design (3)

Theatre 279 Drafting for the Theatre (3)

Theatre 285 Theatrical Makeup (3)

Theatre 288 Introduction to Scene Design (3)

Upper-Division (30 units required)

Theatre 370A Fundamentals of Directing (3)

Theatre 377 Costume Design (3)

OR Theatre 388 Period Styles and Form for the Theatre (3)

Theatre 379 Drawing and Rendering (3)

Theatre 386 Fundamentals of Lighting Design (3)

Theatre 387 Audio Techniques (3)

Theatre 475A,B,C World Theatre (9)

Theatre 477 Seminar in Writing Critical Techniques (3)

Theatre 488 Advanced Design and Production (3)

Adviser-Approved Electives (9 units) chosen from:

Theatre 350 Stage Management (2)

Theatre 476 Scenery Automation and Rigging (3)

Theatre 479 Computer Aided Design for Theatre Design and Production (3)

Theatre 485 Advanced Theatre Makeup (3)

Theatre 486 Advanced Lighting Design (3)

Theatre 487 Advanced Audio Techniques (3)

TEACHING CONCENTRATION (SINGLE SUBJECT)

Lower-Division (27 units required)

Theatre 141A,B Voice/Movement for Stage I (6)

Theatre 200 Art of the Theatre (3)

Theatre 263A,B Acting I: Majors (6)

Theatre 276 Introduction to Stagecraft (3)

Theatre 277 Introduction to Costume Design (3)

Theatre 285 Theatrical Makeup (3)

Theatre 288 Introduction to Scene Design (3)

Upper-Division (29 units required)

Theatre 350 Stage Management (2)

Theatre 370A,B Fundamentals of Directing (6)

Theatre 386 Fundamentals of Lighting Design (3)

Theatre 402B Dramatic Activities for Children (3)

Theatre 470A Advanced Directing (3)

Theatre 475A,C,E World Theatre (9)

Theatre 477 Seminar in Writing Critical Techniques (3)

OR English 301 Advanced College Writing (3)

Theatre Education majors are required to complete the Waiver Program in English.

BACHELOR OF FINE ARTS IN THEATRE ARTS MUSICAL THEATRE CONCENTRATION

This degree is for students who desire a professionally oriented education and training in musical theatre. Only those who exhibit exceptional talent, motivation, and commitment will be admitted to the program.

Prior to entering the junior year, or upon transferring to Cal State Fullerton, all students electing a major in musical theatre will be auditioned, evaluated, and advised as to potential for advancement in the major.

All applicants for the B.F.A. degree must complete the following for entry into the degree program: Theatre 141A,B, Theatre 200, and Theatre 263A,B or equivalent, with a minimum grade of "B minus" (2.7) in each course and an audition which shall consist of acting, singing, and dance.

In addition to the requirements listed below for the major, students must meet the university requirements for a baccalaureate degree. Music 101 Music Theory for Non-Music Majors (3) must be taken to fulfill General Education Category III.B.1.

All degree candidates must:

1. prove competency in piano.
2. achieve a 300 level in voice juries.
3. audition for and be available for casting in all Department of Theatre and Dance musical theatre productions.

Second Language Graduation Requirement

Since the Bachelor of Fine Arts in Theatre Arts, Musical Theatre Concentration, is a high-unit program, majors in this concentration are exempt from the Second Language Graduation Requirement.

Lower-Division (21 units required)

Theatre 181 Basic Music Reading and Sight-Singing (1)

Theatre 236A,B Fundamentals of Musical Theatre Performance (2,2)

Theatre 241A Advanced Voice/Movement (2)

Theatre 285 Theatrical Makeup (3)

Technical Theatre Course:

Theatre 276 Introduction to Stagecraft (3)

OR Theatre 277 Introduction to Costume Design (3)

OR Theatre 288 Introduction to Scene Design (3)

Dance 212 Ballet II (2)

Dance 232 Jazz II (2)

Dance 242 Tap Dance II (2)

Theatre 193, 293 Individual Voice Instruction (1,1)

Upper-Division (42 units required)

Theatre 363A,B Acting II: Majors (3,3)

Theatre 370A Fundamentals of Directing (3)

Theatre 436A,B Musical Theatre Workshop (3,3)

Theatre 437 Musical Theatre Practicum (3)

Theatre 475A,B, or C World Theatre (3,3)

Theatre 475E World Theatre (3)

Theatre 477 Seminar in Writing Critical Techniques (3)

Theatre 497 Production and Performance Projects in Theatre (1,1,1,1)

Dance 336 Dance for Musical Theatre (3,3)

Theatre 393, 493 Individual Voice Instruction (1,1)

Electives in the discipline of musical theatre (3 units required)

Chosen from:

Dance 126 Dance Improvisation (2)

Dance 312 Ballet III (3)

Dance 332 Jazz III (3)

Music 184B Piano Class for Non-Music Majors (1)

Music 365V Vocal Workshop (1)

Theatre 310 Oral Interpretation of Shakespeare (3)

Theatre 437A,B Musical Theatre Practicum (3,3)

Theatre 443 Audition and Rehearsal Processes (3)

Theatre 463A,B Acting III: Majors (3,3)

Theatre 482 Acting IV: Camera Techniques for Actor and Director (3)

Theatre 483 Advanced Acting Workshop (3)

All dance technique courses maybe repeated for credit upon adviser recommendation.

BACHELOR OF ARTS IN DANCE

The Bachelor of Arts in Dance is for students who desire an education in the art of dance. The mission of the dance program is to develop dance artists and to foster the skills, understanding and discipline that prepare them for the professional world. The curriculum combines practical training in technique, aesthetics, and critical training. Intensive training in Modern Dance and Ballet is complemented by improvisation, composition, dance history, kinesiology, pedagogy and performance experiences. The graduating student is prepared technically and creatively to work as a dance artist from the studio to the stage. Students entering the program must attend a placement class and an advisement session before enrolling in the major. It is mandatory that dance majors be assessed, evaluated and advised as to the potential for advancement in both Modern Dance and Ballet on a yearly basis.

All degree candidates must:

(1) receive a "C" (2.0) or better in all course requirements

(2) enroll in daily technique classes

(3) successfully complete the fourth level of both Ballet and Modern Dance in order to graduate

(4) attend yearly dance assessments

(5) audition and be available for casting.

Lower-Division (11 Units Required)

Dance 122 Modern Dance I (2)

Dance 126 Dance Improvisation (2)

Dance 212 Ballet II (2)

Dance 222 Modern Dance II (2)

Dance 226 Rhythmic Analysis (3)

Upper-Division (39 Units Required)

Dance 301 Dance and Cultural Diversity (3)

Dance 312 Ballet III (2)

Dance 322 Modern Dance III (2)

Dance 323A,B Dance Composition (3,3)

Dance 324 Forces and Figures in Dance (3)

Dance 325 Dance Theory and Criticism (3)

Dance 372 Dance Kinesiology (3)

Dance 412 Ballet IV (3)

Dance 422 Modern Dance IV (3)

Dance 423 Advanced Dance Composition (3)

Dance 424 Dance Pedagogy (2)

Dance 471 Creative Dance for Children (3)

Dance 478A Production and Performance (2)

Dance 497 Production and Performance Projects in Dance (1)

Electives (7 Units Required)

With the approval of the appropriate departmental adviser, students complete a minimum of seven elective units, including at least one course from each category below:

Category I:

Art 101 Introduction to Art (3)

Computer Science 103 Introduction to Personal Computer Applications (3)

Dance 142 Tap Dance I (2)

Dance 213 Classical Pointe (2)

Dance 232 Jazz II (2)

Dance 242 Tap Dance II (2)

Dance 332 Jazz III (3)

Kinesiology 381 Sports, Games and Culture (3)

Music 100 Introduction to Music (3)

Theatre 100 Introduction to the Theatre (3)

Theatre 160 Acting for Non-Majors (3)

Category II:

Theatre 277 Introduction to Costume Design (3)

Theatre 285 Theatrical Makeup (3)

Theatre 386 Fundamentals of Lighting Design (3)

Theatre 387 Audio Techniques (3)

MASTER OF FINE ARTS IN THEATRE ARTS (DESIGN AND TECHNICAL PRODUCTION, ACTING AND DIRECTING)

This degree is for students who desire a professionally oriented education and training in design and technical production, acting, and directing. It is the objective of the department to educate and train highly skilled, motivated individuals for careers in professional theatre (including television and film) or for careers as artist-teachers in college or university theatre. Only those who demonstrate an exceptional talent, a high degree of motivation, and a deep commitment to their education and training will be admitted into the program. The highest academic and creative standards will be demanded throughout the program. A positive attitude and a rigid sense of theatre discipline are essential for success in the program.

The degree requires 60 units of approved course work. Based on a student's previous undergraduate or professional experience, substitutions or revisions in the study plan might be appropriate. Average length of time to complete the program is three years.

At the end of each semester of the first year, each M.F.A. candidate shall be evaluated by a faculty committee. The committee has the authority to retain, dismiss, or place candidates on probation.

Application Deadlines

Applications for the Directing and Acting Concentrations are accepted in the fall semester only in odd-numbered years (i.e., Fall 2005, 2007, etc.). Applications for the Technical Production Concentration are accepted every fall semester. The deadline for completing on-line applications is March 1st for the following fall semester; mailed applications also need to be postmarked by March 1st. This deadline may change based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Classified

Prerequisites for admission to the program and granting of classified standing are:

1. B.A., B.F.A. or M.A. from an accredited college or university with a major in theatre; or a degree in a related field and extensive work in technical design and production, acting, or directing.
2. Completion of an oral interview and satisfactory review of the student's portfolio or audition.
3. Acceptance by the faculty.
4. Minimum GPA of 3.0 in all upper-division undergraduate work in theatre. A minimum GPA of 2.75 for the last half of the undergraduate program is also required.
5. Completion of any additional prerequisites which may be required by the student's individual committee prior to classification.
6. Selection of a graduate adviser and committee. Total committee membership should be three or four faculty members, including the adviser.
7. Submission of a formal M.F.A. study program approved by the individual committee, the department graduate adviser and the dean of graduate studies.
8. Must meet the Graduate Writing Requirement.

Admission to Graduate Standing: Conditionally Classified

Students who do not meet certain prerequisites may be considered for admission in conditionally classified graduate standing. Consult the graduate program adviser.

STUDY PLAN - ACTING

Course Requirements (60 units)

Theatre 443 Audition and Rehearsal Processes (3)

Theatre 500 Intro to Graduate Study in Theatre (3)

Theatre 541 Voice and Movement for the Actor (8)

Theatre 543 The Performer and the Professional Theatre (3)

Theatre 563 Acting Studio (16)

Theatre 565 Dramatic Textual Analysis (3)

Theatre 570A,B Styles of Directing/Performance (6)

Theatre 582A,B Camera Techniques for the Actor and Director (3,3)

Theatre 583 Graduate Seminar: Acting (3)

Theatre 597 Projects (Two) (3,3)

Adviser-Approved Elective (3)

M.F.A. Projects in Acting

The M.F.A. in Acting requires the completion of two creative projects which, by their nature, are of sufficient challenge and complexity to be accepted as worthy completion of the period of study. These projects, which shall be performances in major departmental produc-

tions, shall be approved by the individual's committee. In addition, the program will culminate in a project book submitted by the M.F.A. candidate to the individual's committee. The project book will clearly and objectively articulate the development of the candidate's process as an actor based on the various experiences in and materials discovered through both classroom and performance.

STUDY PLAN - DIRECTING

Course Requirements (60 units)

Theatre 470A Advanced Directing (3)

Theatre 470B Advanced Directing (3)

Theatre 500 Introduction to Graduate Study in Theatre (3)

Theatre 541 Voice and Movement for the Actor (2

Theatre 563 Acting Studio (4)

Theatre 565 Dramatic Textual Analysis (3)

Theatre 570A,B Styles of Directing/Performance (12)

Theatre 575 Seminar in Theatre History (3)

Theatre 582A,B Camera Techniques for the Actor and Director (6)

Theatre 583 Graduate Seminar: Acting (3)

Theatre 597 Projects (3,3)

Adviser-approved electives (includes 6 units technical coursework) (12 units)

M.F.A. Projects in Directing

The M.F.A. in Directing Program requires the completion of three creative projects, which have been approved by the individual's committee and which by their nature, are of sufficient challenge and complexity to be accepted as worthy completion of the period of study. These projects shall be mounted and presented by the Department of Theatre and Dance as a portion of its production program. The program shall culminate in a project book submitted by the M.F.A. candidate to the individual's committee. The project book will clearly and objectively articulate the process of formulating the final mainstage project from initial concept to critical reaction, utilizing experiences and material discovered through both classroom participation and the development of the production.

STUDY PLAN - DESIGN AND TECHNICAL PRODUCTION

Students should concentrate their activities in two of the following four technical theatre areas during their three year course of study: scene design, costume design-makeup, lighting-sound, and technical production.

Course Requirements (60 units)

All of the following (9 units):

Theatre 500 Introduction to Graduate Study (3)

Theatre 565 Dramatic Textual Analysis (3)

Theatre 575 Seminar in Theatre History (3)

Three from the following (9 units):

Theatre 566 Seminar in Technical Production (3)

Theatre 577 Graduate Seminar: Costume Design (3)

Theatre 578 Graduate Seminar: Scene Design (3)

Theatre 586 Graduate Seminar: Lighting Design (3)

Four enrollments in the following (24 units):

Theatre 588A,B Graduate Projects in Design and Technical Theatre (3/3, 3/3, 3/3, 3/3)

Adviser-approved units from technical courses in theatre, art or engineering (12 units)

Creative project in two of the four technical areas: Theatre 597 Project (3) (6 units)

M.F.A. Projects in Design

The M.F.A. Program in Design and Technical Production shall be culminated by two creative projects which, by their nature, are of sufficient challenge and complexity to be accepted as worthy completion of the period of study. These projects are determined by the individual committee and shall be design assignments for major productions. Each project shall be reviewed by the individual committee within two weeks after completion. If accepted, the student shall submit a project book within a specified time.

DANCE COURSES

Courses are designated as DANC in the class schedule.

101 Introduction to Dance (3)

Historical and contemporary dance forms. Experiences in various dance forms such as ballet, modern, jazz, folk, ethnic, mime. Recommended for non-majors.

112 Ballet I (1-2)

The fundamental structure and technique of beginning classical ballet. May be repeated for maximum 4 units. (2 hours activity per unit)

122 Modern Dance I (1-2)

The fundamental structure and technique of beginning modern dance. May be repeated a maximum 4 units. (2 hours activity per unit)

126 Dance Improvisation (2)

Theory and practice of improvisation in movement. Practical use of improvisation in expressing imagery, developing choreographic concepts, and enhancing performance. (4 hours activity)

132 Jazz I (2)

Modern jazz dance techniques and basic jazz choreography. (4 hours activity)

142 Tap Dance I (2)

Structure and technique of tap dance and tap choreography. (4 hours activity)

212 Ballet II (1-2)

Prerequisite: Dance 112. Intermediate level technique of classical ballet. May be repeated for maximum 4 units. (2 hours activity per unit)

213 Classical Pointe (2)

Prerequisites: Dance 212 or 312 or equivalent level of proficiency and consent of instructor. Technique for basic beginning pointe work and building performing strength. May be repeated once for credit. (4 hours activity)

222 Modern Dance II (1-2)

Prerequisite: Dance 122. Intermediate level modern dance technique. May be repeated maximum 4 units for credit. (2 hours activity per unit)

226 Rhythmic Analysis (3)

Prerequisites: Dance 126, 212, 222. Musical form and structure as it pertains to dance and choreography; musically notating dance rhythms and percussion accompaniment.

232 Jazz II (2)

Prerequisite: Dance 132. Intermediate level skills in jazz technique and choreography. (4 hours activity)

242 Tap Dance II (2)

Prerequisite: Dance 142. Intermediate skills in tap technique and choreography. (4 hours activity)

301 Dance and Cultural Diversity (3)

Prerequisite: Dance 101. Impact of various dance forms, from primitive time to modern, on diverse cultures. Contributions of immigrants, minorities and women to dance as a personal, social and cultural expression.

312 Ballet III (1-2)

Prerequisite: Dance 212 and/or consented placement test. A study of classical ballet technique at the second stage of the intermediate level. Classical ballet technique with emphasis on complex combinations. Study of elements of technique and theory. May be repeated for credit. (2 hours activity per unit)

322 Modern Dance III (1-2)

Prerequisite: Dance 222 and/or consented placement test. A study of modern dance technique at an advanced intermediate level. A more detailed study of technical theory with emphasis on more complex combinations. May be repeated for credit. (2 hours activity per unit)

323A Dance Composition (3)

Prerequisites: Dance 126, 212, 222. Study of choreography and forms of beginning dance composition. Final project required. (6 hours activity).

323B Dance Composition (3)

Prerequisite: Dance 323A. Study of choreography and forms of intermediate dance composition. Final project required. (6 hours activity)

324 Forces and Figures in Dance (3)

Prerequisites: Dance 301 and 323A. The study of dance history from primitive to contemporary times including historical eras, famous dancers, choreographers and companies.

325 Dance Theory and Criticism (3)

Prerequisites: Dance 323B and 324. The study of dance theory and philosophy, choreographic styles published reviews, critique writing. Fulfills the course requirement for the university upper-division baccalaureate writing requirement for dance majors.

332 Jazz III (3)

Prerequisite: Dance 232. Advanced jazz techniques and choreography through grade three of professional jazz dance. The relation of jazz to other forms of dance. (6 hours activity)

336 Dance for Musical Theatre (3)

Prerequisites: Dance 112, 132, and audition. Dance utilized in musical theatre. Ensemble and individual approaches to the style. May be repeated for credit. (6 hours activity)

372 Dance Kinesiology (3)

Prerequisites: Dance 126, 212 and 222. Structural aspects of the human body and factors that affect movement in dance.

412 Ballet IV (3)

Prerequisites: Dance 212, 312. Stylization and performance of the advanced level of classical ballet. May be repeated for credit. (6 hours activity)

422 Modern Dance IV (3)

Prerequisite: Dance 322 and/or placement test. Advanced level skills in modern dance. Emphasis on individual techniques. May be repeated for credit. (6 hours activity)

423 Advanced Dance Composition (3)

Prerequisite: Dance 323A,B or equivalent. Elements and forms in dance composition. The choreographing of dances of concert quality. (6 hours activity)

424 Dance Pedagogy (2)

Prerequisites: Dance 112, 222, 226, 323A, 372, and consent of instructor. Philosophies, techniques and methods for developing progressions in dance instruction.

471 Creative Dance for Children (3)

Prerequisite: upper-division standing. Methods and materials for teaching creative dance to children.

478A Production and Performance (2)

(Same as Theatre 478A)

497 Production and Performance Projects in Dance (1-3)

Prerequisites: upper-division standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Projects which culminate in production or performance. May be repeated for credit.

499 Independent Study (1-3)

Prerequisites: upper-division standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Undergraduate research projects. May be repeated for credit.

THEATRE COURSES

Courses are designated as THTR in the class schedule.

100 Introduction to the Theatre (3)

For the general student leading to an appreciation and understanding of the theatre as an entertainment medium and as an art form. Recommended for non-majors.

110 Oral Communication of Literature (3)

The analysis and performance of literary works through the medium of oral interpretation. An emphasis upon understanding the content of communication in literature as well as the form. An exploration of the techniques involved in the discovery, critical evaluation and performance of various literary speakers. Meets the General Education requirement in Oral Communication for Theatre/Dance majors.

141A Voice/Movement for Stage I (3)

Intensive training in the integral use of the voice and body for the actor; developing skills for vocal and physical relaxation, flexibility, and strength. Includes study of phonetics and anatomy. May be repeated once for credit.

141B Voice/Movement for Stage I (3)

Prerequisite: Theatre 141A. Intensive training in the integral use of the voice and body for the actor; developing skills for vocal and physical relaxation, flexibility, and strength. May be repeated once for credit.

160 Acting for Non-Majors (3)

The form and content of acting: improvisation, action, motivation, and behavior. Recommended for non-majors. (6 hours activity)

181 Basic Music Reading and Sight Singing (1)

Practical skills in music reading and sight-singing. Fundamentals of voice production for the musical theatre. (2 hours activity)

193 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of 4 semesters. Instructional fee required. May be repeated for credit.

200 Art of the Theatre (3)

Study of scripts with emphasis on dramatic analysis and cultural significance. Required of all theatre majors.

236A Fundamentals of Musical Theatre Performance (2)

Introduction to materials, exercises, techniques and the preparation of audition portfolio for performance in musical theatre. May be repeated for credit. (4 hours activity)

236B Fundamentals of Musical Theatre Performance (2)

Prerequisites: Theatre 141A, 200, 236A, and audition. Continued study of materials, exercises, techniques and the preparation of audition portfolio for performance in musical theatre. May be repeated for credit. (4 hours activity)

241A,B Voice/Movement for Stage II (2,2)

Prerequisites: Theatre 141A,B. Continuation of intensive voice/movement training for the actor; strong focus in movement and voice for extension of range and availability, and for character development. Each may be repeated once for credit.

263A Acting I: Majors (3)

Improvisations, exercises, and techniques of acting for the stage. Motivation and behavior in characterization. (6 hours activity)

263B Acting I: Majors (3)

Prerequisites: Theatre 200, 141A,B and 263A. Improvisations, exercises, and techniques of acting for the stage. Motivation and behavior in characterization. (6 hours activity)

276 Introduction to Stagecraft (3)

Planning and construction of stage and television scenery. Use of tools and stage equipment. Work in the scene shop for department productions is required. May be repeated for credit. (6 hours activity) (CAN DRAM 12)

277 Introduction to Costume Design (3)

Exploration of design fundamentals, including costume history, research, play analysis, fabric selection, construction basics and hypothetical design projects. (6 hours activity)

279 Drafting for the Theatre (3)

Prerequisite: Theatre 276. Drafting and reading of technical drawings. Work in the scene shop for department productions is required. May be repeated for credit. (6 hours activity)

285 Theatrical Makeup (3)

Makeup for stage and television. Individual skill in character analysis, application in pigment, plastic, hair, makeup, and selection and use of makeup equipment.(6 hours activity) (CAN DRAM 14)

288 Introduction to Scene Design (3)

Scene design, including script analysis, formation of visual concepts, floor plan development and model building for stage and camera. (6 hours activity)

293 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of 4 semesters. Instructional fee required. May be repeated for credit.

300 Theatre and Cultural Diversity (3)

Prerequisite: Completion of General Education Category III.B.1. Contributions of diverse cultures to the fabric of American theatre. Focus on influence of Hispanic, Asian, and African-American cultures, as well as alternative theatre viewpoints from gender, political and experimental perspectives.

310 Oral Interpretation of Shakespeare (3)

Prerequisite: upper-division standing; Theatre 110. Development of techniques for oral interpretation of Shakespeare with special emphasis on the problems of verse.

311 Oral Interpretation of Children's Literature (3)

Oral presentation of children's literature in classroom, recreation and home situations including individual and group performance of fiction, non-fiction, fantasy and poetry. Not available for graduate degree credit.

315 Chicano/Latino Theatre (3)

(Same as Chicana/o Studies 315)

320 Theatre and Issues in American Society (3)

Prerequisite: completion of General Education Category III.B.1. Introduction to the Arts. The study and analysis of modern and contemporary literature and productions of comedies, dramas and musicals that examine current social problems to establish an experiential view of living in today's world.

341A,B Voice/Movement for Stage III (2,2)

Prerequisites: Theatre 241 A,B. Process oriented advanced work in stage voice/movement for the actor. Extended vocal techniques, integration of voice/movement with acting/directing perspectives. Each may be repeated once for credit.

346 Introduction to Entertainment and Tourism Studies (3)

(Same as Communications 346)

350 Stage Management (2)

Corequisite: Theatre 370A. Backstage management, including interrelationships of production personnel for stage and television.

351 Theatre Management (3)

Prerequisite: junior or senior standing. An overview of theatre producing, audience development, fund raising, business management; arts management principles and organization. Participation in College of the Arts management work required. (6 hours activity)

357 Blacks in the Performing Arts (3)

(Same as Afro-Ethnic 357 and Music 357).)

363A Acting II: Majors (3)

Prerequisites: Theatre 200, 141A,B, 263A,B and audition. Characterization; roles, special problems, and application of acting techniques through exercises and two-character scenes from the contemporary theatre. (6 hours activity)

363B Acting II: Majors (3)

Prerequisites: 363A and audition. Characterization; roles, special problems, and application of acting techniques through exercises and two-character scenes from the contemporary theatre. (6 hours activity)

364 Seminar in Playwriting (3)

Prerequisites: evidence of interest in creative writing and consent of instructor. Study of superior models, development of style, and group criticism and evaluation of independent work, as it relates to playwriting. May be repeated for credit.

370A,B Fundamentals of Directing (3,3)

Prerequisite: Theatre 263A. Prerehearsal problems and procedures, structural analysis of plays, composition, picturization, pantomimic dramatization, movement and rhythm on stage and in television. Practice in directing scenes. (6 hours activity)

377 Costume Design (3)

Advanced work in the design process involving research, analysis, costume history and construction fundamentals.

379 Drawing and Rendering (3)

Exploration of scenic and costume rendering techniques and scene painting techniques for effective communication between designer, director and technical personnel.

383 Drama into Film (3)

Prerequisite: Completion of General Education Category III.B.1, Introduction to the Arts. A critical examination of films adapted from plays. Interpretation and evaluation of the techniques and structure employed in presenting dramatic literature in theatrical and film performance. Intended primarily for non-theatre majors; may be used as a theatre-major elective.

386 Fundamentals of Lighting Design (3)

Theories of lighting for stage and camera productions. Work on departmental productions is required. (6 hours activity)

387 Audio Techniques (3)

Practice necessary to integrate live and recorded sound into performing arts productions. Recording, reproduction and studio techniques. (6 hours activity)

388 Period Styles and Form for the Theatre (3)

Visual survey through lecture and slides of architecture, interior design and furniture from ancient to modern times. Provides necessary basis for advanced design course.

393 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of four semesters. Instructional fee required. May be repeated for credit.

402A Dramatic Activities for Children (3)

Prerequisite: junior or senior standing. Creative dramatics as a tool for building and developing creative and socialized processes in children. Sense memory, movement/mime, dialogue, characterization, and dramatization.

402B Dramatic Activities for Children (3)

Prerequisite: junior or senior standing. Creative dramatics as a tool for building and developing creative and socialized processes in children. Teaching techniques including concentration, imagination, dramatization, and improvisation for adolescents. (6 hours activity)

403A Theatre for Young Audiences (3)

Prerequisite: audition. Theatrical production for an audience of children. Philosophy, theory and practice. (6 hours activity)

403B Theatre for Young Audiences (3)

Prerequisite: 403A. Theatrical production for an audience of children. Application of production principles. (6 hours activity)

436A Musical Theatre Workshop (3)

Prerequisites: Theatre 363B, Dance 336, and audition. Roles and excerpts from musical theatre: the musical, dramatic, language and dance techniques. Scenes and musical numbers in workshop. Large group and solo work.

436B Musical Theatre Workshop (3)

Prerequisites: Theatre 363B; 436A, Dance 336, and audition. Roles and excerpts from musical theatre: the musical, dramatic, language and dance techniques. Scenes and musical numbers in workshop. Small group and audition material preparation.

437A,B Musical Theatre Practicum (1-3,1-3)

Prerequisites: Theatre 236A,B; 263A,B; Dance 232 and audition. Development and preparation of musical theatre materials for small, medium and large group presentations. Performances of prepared materials. Application of performance principles to auditions. Each may be repeated once for credit.

443 Audition and Rehearsal Processes (3)

Prerequisites: Theatre 363A,B. Auditioning and rehearsal processes for professional work in theatre, television and film. Includes techniques for selecting material and performance preparation. (6 hours activity)

449 Capstone in Entertainment and Tourism Studies (3)

(Same as Communications 449)

451 Theatre Production Management (3)

Prerequisite: Theatre 351 or consent of instructor. Examines theatrical producing, entertainment production, and overall production management. Includes production research, a study of historical and current theatrical methods, and practical experience in day-to-day production management duties.

463A Acting III: Majors (3)

Prerequisites: Theatre 310, 363A,B and audition. Historical theories and techniques of styles of acting—Greek through renaissance periods. (6 hours activity)

463B Acting III: Majors (3)

Prerequisite: Theatre 463A and audition. Historical theories and techniques of styles of acting—the neoclassic periods to contemporary styles. (6 hours activity)

464 Advanced Playwriting (3)

Prerequisite: Theatre 364. Advanced study in the writing and analysis of dramatic texts.

470A Advanced Directing (3)

Prerequisites: Theatre 288, 350, and 370A,B, and consent of instructor. Readings in theory, analysis of scripts and practice in directing plays for their oral and visual value as theatre. Each student directs a one-act play. (6 hours activity)

470B Advanced Directing (3)

Prerequisites: Theatre 288, 350, and 370A,B, and consent of instructor. Readings in theory, analysis of scripts and practice in directing plays for their oral and visual value as theatre. Each student directs two one-act plays or equivalent. (6 hours activity)

475A,B,C,E World Theatre (3,3,3,3)

Prerequisite: Theatre 200 and junior standing. An historical examination of significant developments in World Theatre and drama from the origins to the present.

476 Scenery Automation and Rigging (3)

Prerequisites: Theatre 276, 279, 288 and consent of instructor. The theory and practice of scenery automation and stage rigging with emphasis on traditional theatre venues and the design of systems for special production requirements. (6 hours activity)

477 Seminar in Writing Critical Techniques (3)

Prerequisite: Theatre 200. Practical criticism as applied to local dramatic productions. Fulfills the university upper-division baccalaureate writing requirement for theatre arts majors.

478A Production and Performance (2)

Performing in stage or camera productions. (More than 6 hours activity) (Same as Dance 478A)

478B Production and Performance (2)

Technical crew work on stage or camera performances. One section of 478B per semester required of all theatre and dance majors as well as non-majors cast in theatre and dance department productions. (More than 6 hours activity)

479 Computer Aided Design for Theatre Design and Production (3)

Prerequisites: Theatre 276, 277, 279, 288, 379, 386, and consent of instructor. Advanced theatre design and technical production with emphasis on the computer as a design and drafting tool. Applications include Vector Works and Painter 4.0 Photoshop. This course may be repeated for credit.

482A Acting IV: Camera Techniques for Actor and Director (3)

Prerequisites: Theatre 363A,B or Theatre 370 A,B. The adaptation of stage acting/directing techniques for the camera, audition, rehearsal and final performance project, utilizing studio equipment. Development of camera acting/directing techniques. (6 hours activity)

482B Acting IV: Camera Techniques for Actor and Director (3)

Prerequisite: Theatre 482A. The adaptation of stage acting/directing techniques for the camera, audition, rehearsal and final performance project, utilizing studio equipment. Production of varied dramatic presentation for broadcast. (6 hours activity)

483 Advanced Acting Workshop (3)

Prerequisites: Theatre 463A,B and audition. Extensive scene study, based on particular needs and problem areas of the advanced acting student. (6 hours activity)

485 Advanced Theatre Makeup (3)

Prerequisite: Theatre 285. Problems in makeup including special techniques and materials: prosthetics, hairpieces, and masks for stage and television productions. May be repeated once for credit. (6 hours activity)

486 Advanced Lighting Design (3)

Prerequisites: Theatre 386 or consent of instructor. Design and technology of lighting for the stage and television. (6 hours activity) May be repeated for credit.

487 Advanced Audio Techniques (3)

Prerequisite: Theatre 387 or consent of instructor. Advanced problems in the design and technology of live and recorded sound used in the performing arts. (6 hours activity)

488 Advanced Design and Production (3)

Prerequisites: Theatre 276, 277, 279, 288 and consent of instructor. Scenic and costume design projects for various theatres and television. May be repeated for credit.

493 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of 4 semesters. Instructional fee required. May be repeated for credit.

495 Theatre Internship (3)

Prerequisite: consent of appropriate faculty supervisor. Supervised work experience in all areas of theatre to expand the dimensions of the classroom by integrating formal academic training with direct application. Periodic seminar meetings to discuss work.

497 Production and Performance Projects in Theatre (1-3)

Prerequisites: junior or senior standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Projects which culminate in production or performance. May be repeated for credit.

499 Independent Study (1-3)

Prerequisites: junior or senior standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Undergraduate research projects. May be repeated for credit.

500 Introduction to Graduate Study in Theatre (3)

Methodological problems in graduate research. Location of source materials, including library and original data; interpretation of research and practice in scholarly writing. Must be taken the first semester after admission to graduate study.

541 Voice and Movement for the Actor (2)

Prerequisite: audition. Corequisite: Theatre 563 Development and conditioning of the actor's voice and body, with an emphasis upon understanding and transforming the actor's use of his/her vocal and physical instrument. Required of first and second year M.F.A. students. May be repeated for credit.

543 The Performer and the Professional Theatre (3)

Prerequisite: Theatre 443 and audition. Continues techniques and strategies used by the performer in accessing the professional environments of live theatre, film, and television, including the selection, preparation and performance of dramatic material for a professional acting showcase.

563 Acting Studio (4)

Prerequisite: audition. Re-creation and interpretation of roles utilizing period and contemporary dramatic literature, interrelating voice, movement, characterization and period style acting. Enrollment limited to M.F.A. students. May be repeated for credit.

565 Dramatic Textual Analysis (3)

Prerequisite: graduate standing. The process of translating a dramatic text to theatrical production, with an emphasis upon the techniques of perception, imagination, and integration used by the theatrical artist in developing a concept and determining specific performance choices.

566 Seminar in Technical Production (3)

Prerequisite: consent of instructor. Advanced theories in the preparation and installation of scenery for theatrical production; engineering drawings, exploration of materials, and research into new methods of theatre technology. May be repeated for credit up to six units.

570A Styles of Directing/Performance (3)

Prerequisites: Theatre 470A,B. Research in the theories of directing and acting styles and practice in directing and performance of period plays. Staging and acting problems from Greek tragedy through the Restoration.

570B Styles of Directing/Performance (3)

Prerequisites: Theatre 470A,B. Research in the theories of directing and acting styles and practice in directing and performance of period plays. Staging and acting problems from recent classical work (Ibsen, Strinberg, Chekhov) to present. May be repeated once for credit.

575 Seminar in Theatre History (3)

Directed research and criticism in the examination of significant historical periods or movements in theatre history. May be repeated for credit.

577 Graduate Seminar: Costume Design (3)

Prerequisite: consent of instructor. Costume production problems and their solutions. Examination of specific designers, past and present. Research in practical methods of interpreting the designer's sketch. May be repeated for credit up to six units.

578 Graduate Seminar: Scene Design (3)

Prerequisite: consent of instructor. Scenic design projects involving in-depth production style and scheme development. May be repeated for credit up to six units.

582A Camera Techniques for the Actor and Director (3)

Prerequisites: Theatre 541 and 563. An in-depth study of the process and performance of camera techniques utilized by actor and director. Includes camera compatibility, rehearsal, acting and directing methods. Development of screen acting and directing techniques.

582B Camera Techniques for the Actor and Director (3)

Prerequisites: Theatre 541,563 and 582A. An in-depth study of the process and performance of camera techniques utilized by actor and director. Includes camera compatibility, rehearsal, acting and directing methods. Production of varied dramatic presentations for broadcast.

583 Graduate Seminar: Acting (3)

Prerequisites: Theatre 463A,B. Investigation and delineation of current acting methods as techniques for solving problems presented by popular dramatic literature. Development of a personal acting philosophy and methodology. May be repeated once for credit.

586 Graduate Seminar: Lighting Design (3)

Prerequisite: consent of instructor. Advance theoretical lighting design projects. Production problems and their solutions. Examination of specific designers, past and present. May be repeated for credit up to six units.

588A,B Graduate Projects in Design and Technical Theatre (3,3)

Theoretical projects and designs for productions prior to final projects. Faculty and student critiques. Tailored to individual student needs. Enrollment limited to M.F.A. students.

597 Project (1-3)

Prerequisite: consent of instructor, student's graduate committee and department executive committee. Development and presentation of a creative project beyond regularly offered coursework. May be repeated for credit up to six units. Student must complete course application form by the end of the seventh week of the semester preceding that in which the work is to be done.

598 Thesis (3)

Prerequisites: consent of student's graduate committee; application form with appropriate signatures must be on file in department office prior to registration. Development and presentation of a thesis in the student's area of concentration.

599 Independent Graduate Research (1-3)

Prerequisites: consent of student's graduate committee and instructor; application form with appropriate signatures must be on file in department office prior to registration. Research in theatre. May be repeated for credit.

THEATRE EDUCATION COURSES

Courses are designated as THED in the class schedule.

442 Teaching Theatre in the Secondary School (3)

Prerequisite: admission to teacher education. Objectives, methods and materials for teaching in the secondary school.

449E Externship in Secondary Teaching (3)

See description under Department of Secondary Education.

449I Internship in Secondary Teaching (10)

See description under Department of Secondary Education.

449S Seminar in Secondary Teaching (3)

See description under Department of Secondary Education.



Women's Studies

College of Humanities and Social Sciences

INTRODUCTION

Women's Studies emphasizes the study of gender-based movements, gendered experience, research, analysis, and theory, from a women-centered perspective, as subjects and as researchers. Core courses incorporate information technologies and community service learning experiences that offer students opportunities to develop essential skills and civic commitments. Students develop links to the community and to businesses and professional sites where they have opportunities to apply and evaluate the research, methods, and theories that they are studying.

THE MAJOR

The major in women's studies is designed for students who have a particular interest in learning more about the roles and status of women in society. Cross-disciplinary in structure, the major draws from a wide variety of courses offered by many departments throughout the university. Women's studies majors develop proficiency in a wide variety of research methodologies appropriate to humanities and the social sciences, as well as the areas of business, science and the arts. The goals of the major are to apply concepts learned in women's studies courses to other academic areas, to encourage more students to do research in the area, and to prepare students in selected career paths where sensitivity to women's issues is important (particularly in business, education, counseling, human services, public administration, and the health professions, as well as liberal arts degrees in general).

THE MINOR

The minor has wide applicability and career goals to work in other disciplines. Students have the opportunity to extend academic or career interests in ethnic or international studies or in specific disciplines to include gender analysis through independent study units that can be applied toward their minor.

WOMEN'S STUDIES PROGRAM COUNCIL

Renae Bredin (Women's Studies), Amy Coplan (Philosophy), Rebecca Dolhinow (Women's Studies), Natalie Fousekis (History), Jessie C. Jones (Health Science), Hilarie Kelly (Anthropology), Terri Snyder (Liberal Studies), Patricia Szeszulski (Child and Adolescent Studies), Leila Zenderland (American Studies).

STUDENT ORGANIZATIONS

The Women's Studies Student Association ("Third Wave") is an actively involved group of students that presents speakers, participates in colloquia and panel discussions, and coordinates social and instructionally related programs among students who are part of the Women's Studies program, and others who are interested in gender related issues. The group has sponsored campus events celebrating Women's History Month, staged rock concerts, and held "Take Back the Night" rallies. The students have helped plan and participate in the annual Pacific Southwest Women's Studies Association Conference (which CSUF hosted in 1997 and 1998).

Choice, USA CSUF, the campus chapter of national Choice, USA, focuses on reproductive policy. Students develop leadership skills and public policy advocacy learning through group activities and individual opportunities. Students have participated in national training sessions with the Gloria Steinem Leadership Institute and have organized campus-based awareness initiatives like the Graveyard Project.

PROGRAM COORDINATOR

Renae Bredin (Women's Studies)

PROGRAM OFFICE

Humanities 211

DEPARTMENT WEBSITE

http://hss.fullerton.edu/womens

PROGRAMS OFFERED

Bachelor of Arts in Women's Studies

Minor in Women's Studies

FACULTY

Renae Bredin, Rebecca Dolhinow

BACHELOR OF ARTS IN WOMEN'S STUDIES

The Bachelor of Arts in Women's Studies requires a minimum of 120 units which includes courses for the major, General Education, all university requirements, and free electives.

The major consists of 38 units selected from the following categories:

Core Requirements (18 units)

Women's Studies 205 Women's World Movements (3)

Women's Studies/Philosophy 302 Introduction to Intercultural Women's Studies (3)

Biology 360 Biology of Human Sexuality (3)

Women's Studies 350 Research, Methodology, and Writing (3)

Women's Studies 450 Theory, Practice, Internship, and Community Service (6) (capstone class)

Breadth Requirements (9 units, chosen from among the following)

American Studies 450 Women in American Society (3)

Anthropology 332 Women in Cross-Cultural Perspective (3)

Psychology 310 Psychology of Women (3)

Sociology 354 Sociology of Sex Roles (3)

Women's Studies 343 Philosophy of Feminism (3)

Women's Studies 485 Women and Politics (3)

Elective Options (12 units, chosen from among the following or from additional breadth requirement)

Afro-Ethnic 310 Black Women in America (3)

Afro-Ethnic 311 Intracultural Socialization Patterns (3)

American Studies 312 Multicultural Identities and Women's Experience (3)



American Studies 413 The Shifting Role and Image of the American Male (3)

American Studies 419 Love in America (3)

American Studies 420 Childhood and the Family (3)

Art 401 Women in Art (3)

Asian American 308 Asian American Women (3)

Chicano 313 La Chicana (3)

Criminal Justice 430 Women and Crime (3)

English 355T Images of Women in Literature (3)

French 485 Senior Seminar in French Studies* (3)

German 485T Senior Seminar in German Literature* (3)

History 424T Gender and Sexuality in History (3)

History 449 Race, Ethnicity, and Gender in Latin America: A History (3)

History 377 Women's Image in American Film (3)

Kinesiology 480 Women and Sport (3)

Linguistics 369 Language, Sex Roles, and the Brain (3)

Music 305 Women in Music (3)

Nursing 303 Women's Health and Healing (3)

Political Science 474 Civil Liberties (3)

Psychology 312 The Psychology of Human Sexual Behavior (3)

Sociology 355 Women in Contemporary Society (3)

Sociology 408 Sexual Abuse in American Society (3)

Women's Studies 100 Introduction to Gender Studies (3)

Women's Studies 101 Introduction to Ethnic Studies (3)

Women's Studies 308 Asian American Women (3)

Women's Studies 310 Black Women in America (3)

Women's Studies 312 Multicultural Identities and Women's Experience (3)

Women's Studies 313 La Chicana (3)

Women's Studies 320 Gendered Techno-culture (3)

Women's Studies 355 Economics of Gender and Work (3)

Women's Studies 360 Politics of Sexuality (3)

Women's Studies 410 Women, Health and Aging (3)

Women's Studies 480 Feminist Theories (3)

Women's Studies 499 Independent Study (1-3)

Variable Topics (1-3 units) or Independent Study (1-3) (can be arranged through various departments)

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*When listed in the schedule with an emphasis on women

Second Language Graduation Requirement

Students in the Bachelor of Arts in Women's Studies program who enter Cal State Fullerton as first-time freshmen in Fall 2006, or who enter a community college in Fall 2006 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree (see "Graduation Requirements for the Bachelor's Degree" elsewhere in this catalog.)

MINOR IN WOMEN'S STUDIES

The minor consists of 24 units, selected from the following categories:

Core Courses (6 units)

Women's Studies 302 Introduction to Intercultural Women's Studies (3)

Biology 360 Biology of Human Sexuality (3)

Breadth Courses (9 units)

Chosen from courses listed above under breadth requirements for major.

Elective Courses (9 units)

Chosen from list of elective options for major listed above.

WOMEN'S STUDIES COURSES

Courses are designated as WMST in the class schedule.

100 Introduction to Gender Studies in the Humanities (3)

Course studies gender representation in the humanities, using primary texts from around the world that shape global perspectives on the human condition. Concepts studied include rationality, the moral dimensions of individuals and communities, and the social construction of gender.

101 Introduction to Ethnic Studies (3)

(Same as Afro-Ethnic Studies 101)

205 Women's World Movements (3)

Prerequisite: General Education Category III.B.1 or III.C.1. A comparative study of various international movements that have sought and continue to seek changes in regard to the conditions and status of women.

302 Introduction to Intercultural Women's Studies (3)

Prerequisite: Philosophy 100, Biology 101, Psychology 100, Sociology 100, or consent of instructor. Interdisciplinary introduction to intercultural women's issues and research in relevant disciplines. (Same as Philosophy 302).

306 American Indian Women (3)

(Same as Afro-Ethnic 306)

308 Asian American Women (3)

(Same as Asian American 308)

310 Black Women in America (3)

(Same as Afro-Ethnic 310)

312 Multicultural Identities and Women's Experience (3)

(Same as American Studies 312)

313 La Chicana (3)

(Same as Chicano Studies 313)

316 Anthropology of Sex and Gender (3)

(Same as Anthropology 316)

320 Gendered Techno-culture (3)

Prerequisite: completion of General Education Category III.B, Introduction to Arts and Humanities. Examines current technologies and their relationship to gender issues, combining theoretical considerations with practical applications. Students will learn some basic technologies to use as tools for their projects.

343 Philosophy of Feminism (3)

(Same as Philosophy 343)

350 Research, Methodology, and Writing (3)

Prerequisite: Women's Studies 302 or consent of instructor. Study and evaluation of various methodological approaches used to address gender issues, such as survey analysis, oral history, personal narrative, and ethnography. Development of research skills, including computer applications. Development of writing skills, including research papers.

355 Economics of Gender and Work (3)

(Same as Economics 355.)

360 Politics of Sexuality (3)

Prerequisite: completion of General Education Category III.C.1. A critical examination of the cultural politics of sexuality within the United States and across national and cultural boundaries using feminist theories and methods. A focus on sexual controversies illuminates the relationship between sex, power and social change.

410 Women, Health and Aging (3)

Prerequisite: junior or senior standing. Course focuses on the critical analysis of influential gendered images found in literature, painting, films, and advertising which depict disability and other health issues related to aging. (Same as Gerontology 410)

450 Theory, Practice, Internship, and Community Service (6)

Prerequisite: junior or senior standing. Capstone Course. Two-tiered course which studies and evaluates analysis of theory and practice and which incorporates a semester long on-site community based learning component. Applications of theory evaluated through in-class and Internet discussion and writing projects.

480 Feminist Theories (3)

Prerequisites: Women's Studies 302 or 343. Study of history and theories of feminism. Readings and discussions of theoretical developments in feminist thought and activism. Historical overview of connections between women as social actors and agents of social change and feminist theorizing.

485 Women and Politics (3)

(Same as Political Science 485)

499 Independent Study (1-3)

Prerequisite: approval by instructor teaching a Women's Studies class, or by Coordinator of Women's Studies. An opportunity to do extended research in Women's Studies, or to link an interest in another discipline to an interest in Women's Studies.



academic affairs

Academic Affairs



ACADEMIC AFFAIRS

- Vice President for Academic Affairs
- Academic Advisement Center
- Academic Programs
- Academic Senate
- Admissions and Records
- Center for Internships and Service-Learning
- Classroom Technology Support Center
- Distance Education
- Faculty Affairs and Records
- Faculty Development Center
- Graduate Studies
- Grants and Contracts
- Information Technology
- Institutional Research and Analytical Studies
- International Programs
- Paulina June and George Pollak Library
- University Extended Education
- University Outreach

INTRODUCTION

California State University, Fullerton offers affordable, high quality undergraduate and graduate programs that reflect the best of current practice, theory and research and are designed to meet the evolving demands of our diverse students, as well as our local community and state. The academic programs available include 56 bachelor's degrees, 49 master's degrees, 51 minors, 7 resident certificates, and 18 teaching credential programs, and a joint doctorate.

One of the most important features of the university's mission and goals is to make learning central to our campus. We aspire to this vision by combining the best qualities of teaching and research universities in supporting actively engaged students and faculty and staff who work in close collaboration to expand knowledge. The mark of a Cal State Fullerton graduate is a person who has developed the habit of intellectual inquiry, prepared for a challenging profession, strengthened relationships with the community, and contributes productively to society.

We strive to achieve academic excellence by offering academically rigorous and intellectually stimulating academic programs in the various disciplines and areas of study offered by the university, which undergo a formal process that ensures careful and thoughtful review by various levels of the university, as well as external accreditation agencies.

Designed to establish a strong foundational understanding of various disciplines and subject areas, the General Education program aims to assure that each graduate has made significant progress toward being a well-educated person. This is achieved by integrating into the major programs, foundation courses in the physical sciences, social sciences, humanities and fine arts. These courses are planned to complement those offered through the major programs and electives. Articulation agreements with the local community colleges clarify the courses that will be accepted for credit in both general education and degree programs.

Each year over 5,500 students, amounting to one-sixth of the total student body, enroll in the university's graduate programs. That group includes some 1,400 individuals pursuing teaching credentials. Master's degrees are offered in 50 programs, including one of the largest M.B.A. programs in California. Graduate programs range from the M.A. and M.F.A. in the arts and performing arts to M.A. and M.S. degrees in diverse programs such as computer science, counseling, engineering, education, reading, sciences, the humanities and many of the social and behavioral sciences, as well as an online M.S. in Information Technology. A majority of graduate-level classes are offered in the late afternoon or evening to accommodate the working student. The university also partners with sister CSU campuses and the University of California, Irvine in offering a joint Ed.D. in Educational Administration and Leadership. During 2003-04 Cal State Fullerton awarded more than 1,200 master's degrees. Many departments have established their own websites where you can find more information regarding their programs offered, collaborative research opportunities with faculty members, and scholarships and financial awards.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

McCarthy Hall 133
(714) 278-2614

The vice president for Academic Affairs is the chief academic officer for the campus and is directly involved in the implementation of the university's mission and goals, faculty personnel processes, and budget and resource allocation as they pertain to instruction and academic support. Working with the president and the associate vice presidents, deans and directors in academic affairs, the vice president for Academic Affairs provides leadership for all academic planning and operational matters.

Information concerning the academic programs of Cal State Fullerton may be obtained from the Office of the Vice President for Academic Affairs. This information may include:

1. Current degree programs and other educational and training programs;
2. Faculty and other instructional personnel;
3. Instructional classrooms, laboratories and other physical plant facilities that relate to academic programs;
4. Data regarding graduation rates at Cal State Fullerton and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest; and
5. Names of associations, agencies or governmental bodies that accredit, approve or license the institution and its program, and the procedures under which any current or prospective student may obtain or review upon request a copy of the documents describing the institution's accreditation, approval or licensing.

ACADEMIC ADVISEMENT CENTER

University Hall 123
(714) 278-3606
www.fullerton.edu/aac

The Academic Advisement Center provides academic counseling to matriculated students with respect to the General Education Program and the policies/procedures associated with that program. The Academic Advisement Center is the academic home department for undeclared students, providing services normally given through the student's declared major department. Additionally, the center provides programs and services to assist students in the selection of a major.

Students seeking information about the implications of academic probation and disqualification are encouraged to visit the Academic Advisement Center for a personal consultation.

Please consult the Academic Advisement Center website for useful information about the General Education Program, graduation requirements, and university policies and procedures. The center provides walk-in advisement, no appointment necessary.

ACADEMIC PROGRAMS

McCarthy Hall 111
(714) 278-3602

The Office of Academic Programs coordinates the development of academic degree programs; provides an all-university perspective on educational activities at the campus; and stimulates academic innovations in a context of high quality.

The associate vice president for Academic Programs is responsible for administering university policies and regulations dealing with graduate curricula; fostering and administering institutional exchange programs with foreign universities; preparing and publishing the university catalog; and serving as liaison to the Western Association of Schools and Colleges (WASC) and other accrediting agencies.

The associate vice president for undergraduate programs is responsible for administering university policies and regulations dealing with undergraduate curricula, including the General Education Program; provides leadership to academic support programs and departments; and assists in administering recruitment, enrollment management, and several graduation requirements, including remediation and the second language graduation requirement.

The Office of Academic Programs provides leadership for the Curriculum Committee, General Education Committee, Graduate Education Committee, International Education Committee and other groups and individuals concerned with assessing and strengthening the educational programs of this institution. Responsibilities related to the Office of the Chancellor of the California State University include regular review and updating of the Academic Master Plan; coordination of program performance review; and staff reports for the Chancellor's Office relating to academic planning and accountability.

ACADEMIC SENATE

McCarthy Hall 143
(714) 278-3683

Shared governance at CSUF involves the Senate and other faculty members through membership on boards, *ad hoc* committees, and general committees, in addition to the standing committees. Representing the faculty, the Senate works with administrators, staff and students, exemplifying "The Fullerton Way" of collegial governance.

The Academic Senate is an integral part of university governance and collegial decision-making. The Senate develops, formulates and reviews educational and professional policy that becomes university policy if approved by the president. Examples of educational and professional policy include curricula, academic standards, criteria and standards for the selection, retention and promotion of faculty members; academic and administrative issues concerning students; and allocation of resources.

There are 14 standing committees of the Senate and three general committees of the faculty. The Senate consists of 45 members including the university president, vice president for Academic Affairs, two representatives from Associated Students, Inc., CSUF, three elected CSU academic senators, the president of the exclusive bargaining representative for Unit 3, a member of the Emeritus Professors of CSUF, the immediate past chair of the Academic Senate (except when the incumbent chair is re-elected).

The 14 standing committees of the Academic Senate are: Academic Standards Committee, Curriculum Committee, Elections Committee, Extended Education Committee, Faculty Affairs Committee, Faculty Development Center Board, General Education Committee, Graduate Education Committee, Information Technology Committee, International Education Committee, Library Committee, Planning, Resource and Budget Committee, Student Academic Life Committee, and University Advancement Committee.

ADMISSIONS AND RECORDS

Langsdorf Hall 114
(714) 278-2300

The Office of Admissions and Records is responsible for the administration of the admission, registration, records, and other academic services to undergraduate and graduate students in the regular sessions of California State University, Fullerton. These programs and services provide preadmission guidance to prospective students and current information about the university's curricula and requirements to school and college counselors; admit and readmit students within enrollment categories and priorities; evaluate the applicability of undergraduate transfer credit toward all-university requirements of the curriculum; and provide liaison in the

identification and resolution of articulation problems of transfer students.

Units of Admissions and Records also register student programs of study, including enrollment into classes; maintain academic records; administer academic probation and disqualification policies; provide enrollment certifications on student request, including transcripts of academic records to the Veterans Administration and for other purposes; certify the completion of degree requirements; receive petitions for exceptions to academic regulations; and provide information about these programs and services.

CENTER FOR INTERNSHIPS AND SERVICE-LEARNING

University Hall 230
(714) 278-3746

The Center for Internships and Service-Learning was established to offer students the opportunity to formally integrate academics with practical experiences prior to graduation. Internships and service-learning programs offer students both domestic and international opportunities to expand their knowledge and skills in "real" situations in business, and not-for-profit and government agencies. These real world experiences provide students with the opportunity to expand their knowledge, apply theories and skills learned in the classroom, prepare them for successful entry into the job market, as well as develop them as socially responsible citizens. Additionally, students have the opportunity for personal growth, leadership and professional preparation. Other valuable benefits of internships and service-learning are:

1. Gain work and service experiences
2. Network and develop industry contacts
3. Earn academic credit
4. Solidify academic and career goals
5. Opportunity to earn money while learning
6. Explore various career options within a major

The programs involve the cooperation of faculty, employers and service host agencies that provide opportunities for students to fulfill their academic, civic and professional needs. Each internship/service-learning placement is monitored by the site while faculty provide guidance to students, ensuring the academic integrity of the work/service experience.

Students who wish to participate in service-learning courses should register for courses with an "S" designation in the class schedule. There are no restrictions and no maximum course unit limits for service-learning courses.

Students participating in upper-division internships must:

1. Be at least in their junior year of study or have instructor consent
2. Be in good academic standing, 2.0 GPA or above
3. Receive approval from the appropriate faculty coordinator
4. Enroll in the departmental internship/co-op course

The internships and service-learning experiences must be consistent with the goals for the student's academic discipline. In most departments up to six units of internship credits may be learned.

Planning ahead is important for success in either an internship or a service-learning experience. Students should attend an orientation through the center, either in-person or on-line at www.fullerton.edu/CISL, to get more information on setting up an internship or service-learning opportunity. The center is open Monday – Friday from 8 a.m. to 5 p.m. The website is: www.fullerton.edu/CISL. The center is located in Langsdorf Hall 209.

CLASSROOM TECHNOLOGY SUPPORT

McCarthy Hall 63
(714) 278-2621

Classroom Technology Support (CTS) is located on the lower level of McCarthy Hall, Room 63. The CTS department has installed and continues to maintain the new multimedia equipment in all of the interdisciplinary classrooms located throughout the campus. These smart classrooms facilitate both the teaching and learning experience of all members of the university community. Classroom Technology Support also provides small-scale sound reinforcement (PA sound systems) for events conducted on campus.

Faculty and staff of the university may contact the CTS department to obtain training and technical assistance on the use of the equipment in the smart classrooms. For detailed information and lists of smart classroom training dates and times, contact Classroom Technology Support at (714) 278-2621.

DISTANCE EDUCATION

Pollak Library South 45
(714) 278-4752

The Department of Distance Education serves as a source for production, delivery, information, grant assistance and experimentation in the area of distance education.

A comprehensive development support team (including instructional design, graphic design and programming) works one-on-one with faculty and departments to develop various online courses, programs and degrees. Services include development of online courses using various technologies; development and streaming of online presentations (live or archived streaming), and multimedia application development.

Instructional Televised Instruction (ITI) includes one-way video/two-way audio transmission (ITFS) and interactive videoconferencing. Three classrooms are designed and equipped for distance education and currently deliver university classes to the El Toro Campus, Garden Grove Center and other off-campus locations, including workplace classrooms in businesses and industry. Students at remote sites can interact with instructors, as well as with on- and off-campus classmates in a "live" exchange of information and ideas.

A special videoconferencing facility is available for instruction and administrative use. Satellite teleconferencing is also available, and the Titan Cable Channel network makes CSUF programming available on commercial cable systems throughout Orange County.

For detailed information, contact the Office of Distance Education at (714) 278-4752.

FACULTY AFFAIRS AND RECORDS

McCarthy Hall 129
(714) 278-2125

The Office of Faculty Affairs and Records is the official repository for documents and correspondence concerning full-time teaching and administrative faculty. It has responsibility for retaining documentation pertaining to employment, reappointment, tenure, promotion, leaves of absence, grievances, disciplinary actions and separations.

FACULTY DEVELOPMENT CENTER

Pollak Library South - 44
(714) 278-2841

Established in 1998, the Faculty Development Center is funded by the Office of the President and is charged with promoting faculty development, vitality and enrichment. The FDC is responsible for designing and implementing a comprehensive program of support for all instructional faculty across a broad spectrum of professional activities, including but not limited to: teaching and learning, use of instructional technologies, scholarly research and creative activities, professional and service activities, and other campus-wide intellectual and community-building events.

The FDC is based on a number of guiding principles. The FDC: (1) recognizes and champions faculty in their multiple roles (e.g., as teacher, scholar, professional, community member) and acknowledges the broad range and depth of their varied accomplishments; (2) focuses on increasing faculty and thereby student learning; (3) promotes cross-departmental, college and unit interactions and fosters collaboration among faculty, administrators and staff with shared interests and professional development goals; (4) reflects an awareness of different patterns of faculty growth and development and offers comprehensive, on-going, developmental, and flexible support programs; (5) recognizes individual scholarly and creative pursuits, as well as collaborative activities and developments; (6) creates opportunities for discipline-specific, as well as cross-disciplinary shared learning and experimentation emphasizing transferability of knowledge; (7) informs faculty about the impact of external factors on the institution and fosters concomitant dialogue and adaptation; (8) reduces a sense of isolation among faculty, administrators, students and other units on campus by building community; (9) encourages and appropriately supports faculty in undertaking new roles and responsibilities and in further developing current skills (e.g., in the areas of student learning outcomes assessment and instructional technology); and (10) connects faculty growth and development to the university's vitality and seeks a balance between institutional, faculty, and student goals and needs.

Given these goals and principles, the FDC represents a collaborative effort that includes an administrative director and staff, as well as a team of faculty coordinators and liaisons, and a Senate-convened, 15-member Advisory Board with representation from faculty, administrators and students.

Specific activities of the FDC include: coordinates several funding programs directly supporting teaching and scholarly/creative activities; provides individualized and group support and training to faculty in instructional technology and use of assessment; provides support to faculty regarding special issues (e.g., peer support of teaching, diversity issues, statistics and research design consultation); assists new and tenure-track faculty with an on-going orientation and retention/tenure/ promotion workshop series; works with part-time faculty and lecturers; sponsors an annual program of support for chairs; arranges campus-wide conferences, seminars, workshops, and colloquia across a large variety of special topics; publishes periodic newsletters; maintains a current resource library; and sponsors community-building and campus cultural activities.

In addition to the above activities, the Faculty Development Center provides the Decision Support Center (DSC), a facility designed to enhance, expedite and improve meeting and decision-making processes campus wide. The DSC is a special meeting room with a 20-workstation LAN equipped with GroupSystems (http://www.groupsystems. com), a software package that facilitates group idea generation, discussion and consensus building.

The DSC is open to faculty, administrators and staff at CSUF for almost any type of meeting that can be expedited and assisted with GroupSytems software. These include, but are not limited to: personnel decisions, curriculum design or redesign, departmental meetings that identify problems and their solutions, new policy development, and focus group discussions. The DSC cannot be used as a teaching facility. To learn more about the center, visit http://fdc.fullerton.edu/dsc/ or call (714) 278-4722.

For more information on specific activities, programs and events, contact the director of the Faculty Development Center, Dr. Rhonda Allen, at (714) 278-5628 or Leticia Stotler, executive assistant to the director, (714) 278-2841.

GRADUATE STUDIES

McCarthy Hall 103
(714) 278-2618

The staff of the Office of Graduate Studies assists students in answering questions about graduate academic policies and procedures and other matters of concern to graduate students. The office is also responsible for performing an evaluation of each student's study plan at classification and at completion of requirements for authorizing award of the degree. Additional responsibilities of this office that are related to students include leaves of absence, submittal of theses to the thesis reader, probation and disqualification, and various fellowships and scholarships, including the annual thesis award. Specific questions about graduate programs should be directed to the department's graduate program adviser.

GRANTS AND CONTRACTS

McCarthy Hall 112
(714) 278-2106

The Office of Grants and Contracts provides assistance to faculty and staff in their efforts to obtain funding for research and other scholarly activities. The office offers the following services: pre-proposal consultation; proposal development training; information about funding opportunities; assistance with budget preparation; critiquing and editing proposals; drafts, reviews and negotiates contractual documents; provides oversight of the internal routing, review and approval process for all proposals submitted to extramural funding agencies; and handles regulatory compliance issues for proposals submitted to federal and various non-federal agencies. Additionally, it publicizes and provides training, as well as project administration for selected intramural proposal programs. Lastly, the Office of Grants and Contracts coordinates technology transfer activities and accepts disclosures of potentially patentable intellectual property.

INFORMATION TECHNOLOGY

Pollak Library 260
(714) 278-3921

Information Technology supports the campus mission by providing technology solutions and services to campus business and administrative practices. The division manages the university's telecommunications infrastructure, administrative website, administrative computing resources, faculty and staff workstations, and network services for e-mail. Information Technology provides the campus with a campus card and stored value-system; Internet remote access for students, faculty and staff; and a large campus-wide computer lab.

INSTITUTIONAL RESEARCH AND ANALYTICAL STUDIES

McCarthy Hall 136
(714) 278-4205
www.fullerton.edu/analyticalstudies

Institutional Research and Analytical Studies provides and promotes institutional self-understanding through research and analysis. The office is responsible for organizing and presenting research results, models, alternative scenarios, and other information essential to campus policy formulation, academic planning, resource allocation, assessment and quality, and institutional effectiveness.

Enrollment trends and forecasting, student and faculty demography, recruitment and retention, resource allocation and utilization, curricular change and student learning, and any other topic relevant to documenting and improving educational and institutional effectiveness are all within the office's purview. The office is an all-university, central resource for institutional facts and figures, methodological advice and problem solving, and is also the chief source of official statistics for the campus.

INTERNATIONAL PROGRAMS

McCarthy Hall 111
(714) 278-3602

The Office of Academic Programs, in cooperation with the Office of International Education and Exchange, coordinates all aspects of the university's commitment to academic internationalization. It is responsible for overseeing and directing the internationalization of the curriculum. It also initiates and administers contacts with sister institutions throughout the world in order to foster the exchange of faculty and students. For further information, see the section of this catalog titled "International Programs."

For more information on specific opportunities for students to study abroad, either through the CSU system-wide International Program or direct links that CSU Fullerton has with foreign institutions, see the section of this catalog titled "International Education."

THE PAULINA JUNE & GEORGE POLLAK LIBRARY

(714) 278-2714/2633

Chief among campus learning resources is the Pollak Library, named in 1998 after Dr. Paulina June Pollak – a CSUF English Professor Emerita – and her husband George. Located at the center of the campus and offering collections of nearly 3 million items, the Library consists of a six-story South Wing and a newer four-story North Wing.

In addition to book and bound periodical collections of more than 1 million volumes, the Library provides access to more than 100 online databases, and more than 3,500 electronic journals, and contains a wide array of other materials, including government publications (federal, state, local and international), audiovisual collections, archival and rare items, maps, microforms and computer software. Books and other materials are selected to support the learning mission of the university.

As part of the university's learning mission, the Pollak Library offers a variety of instructional programs and services. Library faculty conduct instructional sessions for CSUF classes in all disciplines, as well as special workshops focused on electronic resources. One-to-one instruction in the use of the Library's collections and services is provided at the main Reference Desk and the Library's other service desks. General Library orientation sessions are available for CSUF students, faculty and staff, and other campus-affiliated groups.

The Pollak Library's home page (http://www.library.fullerton.edu) serves as the gateway to the Library, both onsite and remotely. The home page offers a wealth of information about the Library's collections and services.

Access to the home page, with its links to many Library and Internet resources, can be gained from computer workstations in the Electronic Resources Area, as well as in the Internet Oasis and the Titan Computing Lab. Docking stations for laptop computers with network interface cards are also available throughout the Library facility.

Access to Library resources, as well as other Internet resources, is available from campus offices, classrooms, computer labs and the residence halls. Remote access to these resources is offered through the Titan Internet Access Service and other Internet service providers via the proxy server.

The TitanCard issued by the university serves as a Library card for checking out books and other materials. Library users are responsible for the on-time return of all materials charged out on their cards.

For the convenience of users, photocopiers, printers, and microform reader-printers are available in locations throughout Pollak Library. These are operated with coins or TitanCards. Other specialized facilities include music listening rooms, videotape viewing rooms, group study rooms, and a microform reading area.

Beyond the many resources available on campus and via the home page, mutual use agreements make accessible to students and faculty the collections of the 23 other libraries in the California State University system and several neighboring institutions.

Intralibrary services provide delivery of Library resources to CSUF's El Toro Campus as well. Document delivery and interlibrary loan arrangements with commercial providers, as well as libraries throughout the world, expand even further the information resources available to the CSUF community.

UNIVERSITY EXTENDED EDUCATION

Registration & Information
College Park 100
(714) 278-2611

University Extended Education (UEE) is a rich and varied component of Cal State Fullerton. UEE works with university academic units to create and administer programs that extend Cal State Fullerton's resources out into the community. This includes:

Academic Credit Programs - Intersession, Open University, the Spectrum MBA, the Master of Science in Taxation in South Orange County, and a Master of Science in Counseling.

Professional Continuing Education and Extension Programs - professional development and personal enrichment through continuing education classes and certificate programs in computers and information technology, management, biotechnology, engineering, human services, human resources and manufacturing and distribution.

Custom Corporate Training Programs - classes taught on-site and tailored to fit each company's training needs.

Programs for Educators - professional development opportunities for educators in the areas of reading, mathematics, fine arts, beginning teacher training, technology, special education, foreign language and consulting services for schools and school districts.

The American Language Program - a program of intense English instruction for international students. A semester abroad program is also available for international students who want to study at Cal State Fullerton for a semester or two

Distance Education - classes and programs delivered through electronic means such as interactive television and the Internet.

Lifelong Learning - extends the university's resources out in the community through Continuing Learning Experience (CLE) – a learning in retirement program; an educational partnership with the Fullerton Arboretum; and Children's Summer Art Camp.

International Programs - extends the university's resources in the global community via academic credit courses, certificate programs and other learning experiences. Experience China offers cultural and educational programs through a partnership with the People's Republic of China. This includes opportunities for ESL and K-12 teachers to teach in China.

Additional information may be found in the Academic Programs section of this catalog.

UNIVERSITY OUTREACH

University Hall 210B
(714) 278-2086

The mission of University Outreach is to identify, develop, and attract a diverse and high achieving pool of prospective freshman and transfer student applicants for admission to Cal State Fullerton. We provide educational services and programs designed to motivate and encourage students to pursue post-secondary education, to academically prepare middle and high school students for university entrance, and to promote the academic and student services opportunities available at Cal State Fullerton.

To accomplish this mission, University Outreach provides services that include pre-admissions advising, application workshops, tutoring, student support services, and information dissemination to the general public and community about the university's admission process and procedures. University Outreach also hosts on-campus visitation programs and special campus-wide events such as Welcome to Cal State Fullerton Day.

Freshman Programs



FRESHMAN PROGRAMS

Fullerton First Year Community
COMPASS Community
Live 'n' Learn Community
Freshman Future Teachers
Freshman Success

DIRECTOR, FRESHMAN PROGRAMS

Bridget E. Driscoll

COORDINATOR, FRESHMAN PROGRAMS

Lia Gutierrez-Castillo

FRESHMAN PROGRAMS OFFICE

(714) 278-3709

DEPARTMENT WEBSITE

www.fullerton.edu/freshmanprograms

INTRODUCTION

Each of the Freshman Programs communities at Cal State Fullerton is a learning community of first-year students, caring faculty members and student affairs professionals dedicated to academic success, and campus and community involvement. The foundation of every community is enrollment in pre-selected courses; most satisfy general education requirements, and students often have reserved seats in these courses.

Students who apply and are admitted to one of the communities have access to special mentoring programs, new student orientation programs, academic field trips, co-curricular activities and academic advisement. Students also engage in service-learning and enjoy leadership opportunities through campus clubs and organizations, which are facilitated through linkages to Student Affairs, Associated Students, CSUF, Inc., and the Freshman Programs Student Association.

All of these communities are designed to promote college success by easing the transition to college life. Faculty and staff members offer encouragement and motivation to persevere during the first semester and the first year. First-year students who participate in Freshman Programs make friends more easily, become connected to the university and its faculty and staff, and receive special assistance from tutors and teaching assistants who are associated with the program. Students learn academic study skills and receive assistance in accessing the resources of the university to improve writing and technology skills. In addition, Freshman Programs also offers special resources for family members, including e-mail assistance from faculty or staff members.

Each of the Freshman Programs includes a community-based service-learning experience in a pre-screened organization to assist students with career exploration, community networking, critical thinking, problem-based learning and communication skills.

Fullerton First Year Community

The Fullerton First Year community is a two-semester experience. All FFY students take 12-16 units in the fall semester and six units in the spring semester as part of the program. This is the largest of the Freshman Programs, with 300 students admitted each year.

FFY students fulfill requirements for first-year mathematics, English, philosophy and political science. The Freshman Programs office will assist with enrollment in special sections or reserve special seats in courses for FFY students. Faculty members and student affairs professionals who serve on the FFY instructional teams meet before, during and after each semester to coordinate various aspects of the curriculum.

All students enroll in a three-unit first-year seminar in the fall semester, University 100, which includes technology and library competence, critical thinking, time management and study skills training, and an introduction to campus resources, among other topics. The course is taught by an instructional team that includes a faculty member, a student affairs professional and a peer mentor. Upper-division students are trained in peer mentoring by the Freshman Programs office; most are former FFY students themselves. Peer mentors offer student-to-student support along with the benefit of their personal experience at Cal State Fullerton.

In addition, FFY offers academic field trips in both the fall and spring semesters and a service-learning experience in the spring semester. Students in FFY are encouraged to assume leadership roles in campus clubs and organizations through linkages with the Student Leadership Institute and other Dean of Students programs.

COMPASS Community

The COMPASS community is a one-semester learning community that is offered in both the fall and spring semesters. It is designed for freshmen who have not yet declared a major, or

who are unsure about their choice of major. The COMPASS community offers first-year students a guided process of self-assessment and a systematic examination of the contemporary workplace.

Students enroll in two linked courses, for a total of six units: English 101 or Oral Communication and Counseling 252 (Career Exploration and Life Planning). There is a service-learning experience embedded in this program to enhance the career exploration process. Additional units above and beyond the six units are selected by the student and his or her adviser.

Staff members from the Career Center and the Academic Advisement Center collaborate with the Freshman Programs office to offer students a structured experience, utilizing electronic self-assessments and some Web-based instruction. In addition, CSUF alumni serve as career mentors for COMPASS students, offering their advice and consultation on preparing for today's rapidly-changing work- place. These community leaders represent a variety of careers, including entrepreneurial occupations. Career mentors meet with all COMPASS students twice each semester and offer networking opportunities for students in all majors.

Live 'n' Learn Community

The Live 'n' Learn community is a one-semester community that is offered each fall semester for first-year students who live in the on-campus residence halls. The program helps create a sense of community and connection among students who share the same address, and it focuses on oral communication skills as part of the transition to a successful college experience. Participants in this community are also enrolled in a three-unit, first-year seminar that covers time management, technology and writing skills, plus assistance in using library resources and health services. A service-learning experience is part of the first-year seminar experience. Additional units are selected by the student, with assistance from academic advisers.

Students in this program participate in a special summer orientation for family members and entering freshmen. Live 'n' Learn also provides an electronic newsletter with frequently asked questions for parents and extended family members. Freshman Programs staff members also are available to answer questions about the transition to college life and a new Cal State Fullerton identity.

All students in the Live 'n' Learn community are matched with two mentors – a peer mentor and a faculty or staff member. Student preferences for faculty interests and expertise are incorporated into the matching process.

Freshman Future Teachers

Freshman Future Teachers is a learning community for freshman students interested in a career teaching elementary, middle or high school or special education. Students who participate in FFT will:

- Meet and take classes with other students that have similar interests and aspirations.
- Receive regular and pro-active academic advising specific to career goals with special attention to the appropriate general education classes future teachers should choose.
- Have opportunities for field experience in local classrooms.
- Have seats in selected class sections that are reserved just for students in FFT.
- Learn about the Streamlined Teacher Preparation Program (STEP), and how to best prepare for it.
- Satisfy the early field experience requirement for Phase I of STEP.

Freshman Success

Freshman Success supports incoming freshmen not meeting English and/or mathematics entrance requirements by providing an opportunity to take remedial course work prior to the fall semester.

Students in this learning community gain a jump-start on fulfilling critical remedial courses, catch up on classes to help facilitate an on-time graduation, and earn between 3-6 units in 6 weeks within a supportive and focused learning environment. Students have access to tutoring through one-on-one and group sessions in English and mathematics.

The community emphasizes building important relationships with faculty, staff and other CSUF students, and learning about the campus through hands-on experiences.

Students in this community will take a one-unit University 100 course, remedial math or English depending on test scores, and supplementary courses as offered. The University 100 course is taught by a faculty member and a peer mentor.

Application Process

To participate in any ONE of the Freshman Programs, students must:

- Be admitted to CSUF as a freshman (college transfer students are not eligible). Contact the Evaluations Unit of the Office of Admission and Records at (714) 278-2396 for additional information regarding admissions.
- Complete the application on the website or call us for a brochure and application. Preference will be given to students who apply early. Contact the Freshman Programs office or visit the website at www.fullerton.edu/freshmanprograms for current deadlines. Applications will be accepted until all spaces in the community are filled.
- Register for the Entry Level Mathematics (ELM) examination and the English Placement Test (EPT). A letter of admission will describe your status. Placement test scores or verified exemption are required to register for fall semester classes. Call University Testing Services at (714) 278-3838 for additional information.
- Live 'n' Learn Community only: Students must have a paid and signed housing contract to apply for this community.
- Attend the Freshman Programs New Student Orientation on the specified Freshman Programs date. Orientation registration materials will be mailed to admitted students. Family members are welcome to attend. Students will register for learning community classes at the orientation.

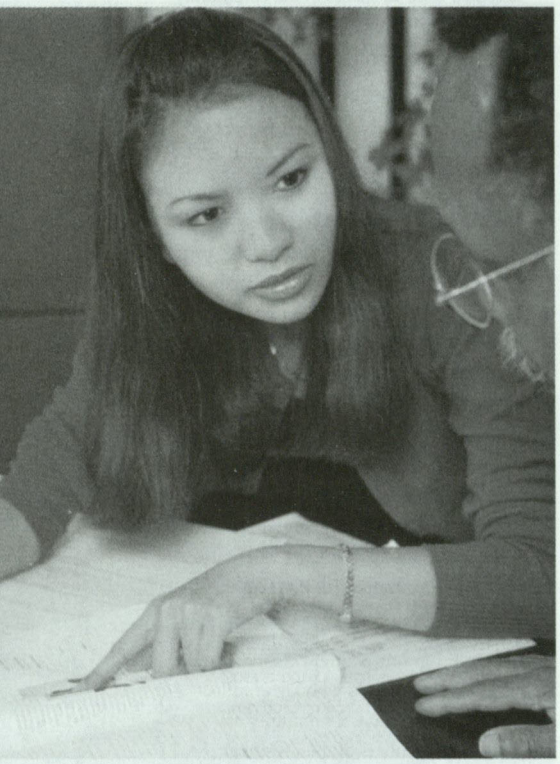
Freshman Programs Student Association

All first-year students who are enrolled in a Freshman Programs community are automatically members of the Freshman Programs Student Association. Officers and governing members represent each of the separate communities. They plan academic field trips, provide input and consultation on curricular and co-curricular events to the Freshman Programs office staff, and organize social activities for students in Freshman Programs.

Freshman Programs Advisory Board

The director of Freshman Programs reports to the associate vice president of Undergraduate Programs and is advised by a diverse constituency of campus leaders and first-year students. Advisory Board members include assistant deans from each of the eight colleges, along with directors of campus programs that promote college success, institutional effectiveness and the assessment of learning community programs. The board meets three times per year to guide the policy for all CSUF Freshman Programs.

University Honors Program



DIRECTOR, UNIVERSITY HONORS PROGRAM

Wayne Hobson

DIRECTOR, HONORS AND SCHOLARS SUPPORT SERVICES

Ryan Alcantara

PROGRAM OFFICE

Pollak Library (North Wing) 120

INTRODUCTION

The University Honors Program at California State University, Fullerton offers a select group of students academically challenging courses, enriching co-curricular programs, and research opportunities to create a unique collegiate experience. Honors students join an intellectual and social community featuring small class sizes (15-student maximum in most honors seminars) that cultivates habits of critical thinking, independent analysis, creativity and collaboration. The University Honors Program seeks to expand its students' intellectual horizons and to foster a sense of social awareness and responsibility for service to society.

Honors Program students work closely with faculty throughout their undergraduate careers, whether completing general education requirements or working on individualized senior projects. The Honors and Scholars Center, located on the first floor of Pollak Library, fosters a strong sense of community among honor students. It provides a place to study and to socialize with fellow honor students, as well as a place to obtain academic and other advice.

Benefits

The University Honors Program provides benefits that include:

- Priority registration
- Honors notation on official transcript
- Individual attention from faculty
- Honors credit earned while studying abroad
- Social activities with fellow honors students
- Community involvement through service projects
- Opportunities to learn more about honor societies and scholarships
- Close mentoring relationships with faculty and staff members

By actively participating in this strong scholarly community, students gain leadership experience. Honors students have the option of participating in the administration and development of the Honors Program, which allows them to become active partners in their education and provides opportunities to help nurture the growth of the University Honors Program.

Admission Criteria

Entering freshmen who have achieved a 3.5 grade point average in college preparatory course work in grades 10, 11 and the first semester of their senior year are eligible to apply to the program. Transfer students who have completed honors course work at their transfer institution and have earned a minimum CSU transferable grade point average of 3.3 are also eligible. For additional information on applying, please contact the University Honors and Scholars Center, Pollak Library North 120, at (714) 278-7440 or univhonors@fullerton.edu.

Maintaining Eligibility

To maintain eligibility, students must be enrolled full-time, participate in the Honors Program's curricular and extracurricular activities, and achieve:

- A minimum cumulative grade point average of 3.0 at the end of the first academic year.
- A minimum cumulative grade point average of 3.3 at the end of the second academic year.
- A minimum cumulative grade point average of 3.5 for University Honors recognition at graduation. Additionally, University Honors graduates must have accumulated 24 units of honors course work and completed a senior honors project. (For transfer students, at least 12 honors units must be completed through the University Honors Program at Cal State Fullerton.)

CURRICULUM

Honors Seminars Meeting General Education requirements (15 units required)

101A Critical Thinking (3)

101B Oral Communication (3)

201A American Institutions & Values to 1900 (US History requirement) (3)

201B American Institutions & Values since 1900 (US Government requirement) (3)

210A World Civilizations to 1500 (3)

210B World Civilizations Since 1500 (3)

301T Selected Topics in Natural Science and Mathematics (3)

Globalization and the Environment; History of Life

302T Selected Topics in Arts and Humanities (3)

Theatre and Issues in American Society; Native North American Art and Culture; World Cinema

303T Selected Topics in Social Sciences (3) History and Philosophy of American Mass Communication; The Global Economy; History, Culture, Power; The Middle East; Minority Group Relations; War, Peace and Conflict

304T Selected Topics in Lifelong Learning (3) Existential Group; Science, Technology and Society

305 Evolution and Creation (3)

306 Women in American Society (3)

Honors Colloquia and Senior Honors Project (9 units required)

300A Junior Honors Colloquium (1)

300B Junior Honors Colloquium (1)

400A Senior Honors Colloquium (1)

400B Senior Honors Colloquium (1)

497 Senior Honors Project (5-6)

All honors students must complete a senior honors project, enrolling both semesters of the senior year. Each student will work closely with a faculty member in his/her major field to design and execute an individual project of the student's choosing. Students may elect to contract a departmental capstone seminar and/or departmental independent study to fulfill part of this requirement.

Optional

499 Honors Independent Study (1-3)

Study abroad experience may be used to substitute up to 3 units per semester of honors course work (to a maximum of 6 units). Any substitution must be requested in advance.

HONORS COURSES

Courses are designated as HONR in the class schedule. All honors courses are restricted to students enrolled in the University Honors Program.

101A Honors Seminar in Critical Thinking (3)

Seminar for first-year Honors Program students. Emphasizes the development of critical thinking skills. Interpretation, analysis, criticism and advocacy of ideas encountered in designated Honors Program activities.

101B Honors Seminar in Oral Communication (3)

Seminar for first-year Honors Program students, emphasizing oral communication skills. Construction, presentation and critical analysis of oral presentations related to the ideas encountered in designated Honors Program activities. Instruction in effective oral communication and critical thinking.

201A Honors Seminar: American Institutions and Values to 1900 (3)

Critically examines the historical development of American institutions and values, including American political culture and constitutional system. Specific attention to cultural diversity, particularly race, ethnicity, gender, and class, exploring the interaction, conflict, and cooperation of diverse groups in historical context.

201B Honors Seminar: American Institutions and Values since 1900 (3)

Critically examines the historical development of American institutions and values, including American political culture and constitutional system. Specific attention to cultural diversity, particularly race, ethnicity, gender, and class, exploring the interaction, conflict, and cooperation of diverse groups in historical context.

210A Honors Seminar: World Civilizations to 1500 (3)

Prerequisite: enrollment in the University Honors Program. Integrative, holistic introductory survey of the historical development of civilization within a global context. Explores the impact of Western institutions and ideas upon non-Western societies and cultures and the influence of non-Western cultures and peoples upon Western societies and cultures.

210B Honors Seminar: World Civilizations since 1500 (3)

Prerequisite: enrollment in the University Honors Program. Integrative, holistic introductory survey of the historical development of civilization within a global context. Explores the impact of Western institutions and ideas upon non-Western societies and cultures and the influence of non-Western cultures and peoples upon Western societies and cultures.

300A Junior Honors Colloquium (1)

Prerequisite: junior standing in the University Honors Program. Required of all junior honors students. Interdisciplinary examination of selected topics. Guest lecturers from the university and community.

300B Junior Honors Colloquium (1)

Prerequisite: junior standing in the University Honors Program. Required of all junior honors students. Orientation to advanced research and creative activity, including the senior honors project.

301T Honors Seminar in Natural Science and Mathematics (3)

Prerequisite: completion of General Education category III.A.1. or III.A.2. Interdisciplinary seminar that examines selected topics in natural science and mathematics.

302T Honors Seminar in Arts and Humanities (3)

Prerequisite: completion of General Education category III.B.1. or III.B.2. Interdisciplinary seminar that examines selected topics in arts and humanities.

303T Honors Seminar in Social Sciences (3)

Prerequisite: completion of General Education category III.C.1. Interdisciplinary seminar that examines selected topics in social sciences.

304T Honors Seminar in Lifelong Learning (3)

Prerequisite: completion of 9 units in General Education category III (Disciplinary Learning). Interdisciplinary seminar that examines selected topics in lifelong learning.

305 Honors Seminar: Evolution and Creation (3)

Prerequisite: completion of General Education category III.A.1. or III.A.2. Interdisciplinary study of evolutionary biology's impact on culture in the context of religious doctrines of creation. Examines both evolutionary theory and religious and philosophical reactions to it from Darwin to the present, including relevant educational and legal contexts.

306 Honors Seminar: Women in American Society (3)

Prerequisite: completion of General Education category III.C.1. Socio-cultural history of women and women's movements in American society. Examination of cultural models of American womanhood – maternal, domestic, sexual, social – their development and recent changes.

400A Senior Honors Colloquium (1)

Prerequisites: Honors 300B and senior standing in the University Honors Program. Required of all senior honors students. Preparation for advanced academic and professional study: Senior honors project and the graduate and professional school admission process.

400B Senior Honors Colloquium (1)

Prerequisites: Honors 400A and senior standing in the University Honors Program. Required of all senior honors students. Presentation and evaluation of senior honors projects.

497 Senior Honors Project (2-3)

Prerequisite: senior standing in the University Honors Program. Supervised individual research or creative activity. Students will be working toward completion of an honors project, which is required in order to graduate with University Honors. May be repeated once for credit.

499 Honors Independent Study (1-3)

Prerequisite: junior or senior standing in the University Honors Program. Study of special topic(s) in consultation with and completed under the supervision of a member of the honors faculty, or other faculty upon approval of the director of the Honors Program.

Honors and Recognition

ADMISSION WITH DISTINCTION

"Admission with Distinction" is awarded to a freshman or transfer student who has demonstrated outstanding achievement in past academic work. For first-time freshmen with no previous college units earned, a grade point average of 3.50 on a four-point scale must be earned in the course work considered for admission to the university. Students who have completed fewer than 60 transferable semester units of credit must meet the grade point average for first-time freshmen and must also have earned a 3.5 grade point average on all transferable college work attempted. Students who have completed 60 or more transferable semester units are eligible, if a grade-point-average of 3.5 is earned in all transferable college work completed.

PRESIDENT'S SCHOLARS PROGRAM

The President's Scholars Program at California State University, Fullerton is based solely on merit and recognizes incoming first-time freshmen who have demonstrated excellence in academic achievement, leadership ability and community service. President's Scholars hold a prestigious position at the university. Scholarship benefits last for four years, as long as individual scholars maintain program eligibility, and include annually: full payment of CSU enrollment fees; $750 for books and supplies; personal use of a laptop computer; automatic admittance to the University Honors Program; priority registration for classes and priority consideration for on-campus housing; complimentary parking permits for fall and spring semesters; opportunities for up to 20 hours per week of on-campus employment; invitations to numerous social, cultural and athletic events; and letters of recommendation from the president of the university.

Applicants to Cal State Fullerton's President Scholars Program must meet the following requirements:

- Apply to California State University, Fullerton as a first-time freshman prior to applying to the President's Scholars Program. Applications for the scholarship from students who have not applied for general university admission will not be considered.
- Be a legal resident of the state of California. Residency is determined by the Office of Admissions and Records for fee purposes.
- Have earned an academic grade point average of at least 3.75 (weighted) in all academic subjects for the 10th and 11th grades, or earn a SAT or ACT composite score that is well above average. A minimum CSU eligibility index of 4050 is required. (See the CSU Undergraduate Admission Application for more information on the index.)
- Graduate high school in the same year they are enrolled as first-time freshmen at Cal State Fullerton.
- Demonstrate evidence of significant contributions to school leadership and community service activities during high school.

National Merit Scholar finalists and semifinalists are offered an automatic interview with the President's Scholars Screening Committee if they are legal residents of California, graduate high school in the same year they are enrolled as first-time freshmen at Cal State Fullerton, and apply to Cal State Fullerton as first-time freshmen. National Merit Scholar finalists and semifinalists must submit a completed President's Scholars Program application and a photocopy of their National Merit Scholarship Corporation notification letter. The university does not guarantee acceptance of National Merit Scholars into the President's Scholars Program.



HONORS AND RECOGNITION

Admission with Distinction

President's Scholars Program

Dean's Honors List

Departmental Honors Programs

Honors at Graduation

Honor Societies

Special Interest Honor Societies

Please visit the website at www.fullerton.edu/scholars for more information. The online application is available on this website November through the last Friday in January of every year. If you have any questions, please call the President's Scholars Program office at (714) 278-3458.

DEAN'S HONORS LIST

Academic achievement is recognized each fall and spring semester for undergraduate students whose grade point averages for the term are 3.5 or better for 12 units of graded course work. Students are notified in writing by their college dean's office when they have earned this distinction and a notation is placed on the student's academic record for that semester.

DEPARTMENTAL HONORS PROGRAMS

In addition to the University Honors Program, upper-division students are offered other opportunities to participate in an honors community. The College of Business and Economics has a Business Administration Honors Program, which includes special honors courses that meet business core requirements. Accounting and Political Science departments offer departmental-based honors programs as well. Details on these programs are listed under the respective department sections of this catalog. Interested students may contact the departments directly to learn how to apply.

HONORS AT GRADUATION

Honors designations at graduation are awarded to baccalaureate recipients based on overall performance and have been defined by the Academic Senate in three classifications:

cum laude	GPA 3.50-3.74
magna cum laude	GPA 3.75-3.89
summa cum laude	GPA 3.90-4.00

HONOR SOCIETIES

Council of Honor Societies

The Council seeks to provide a forum for collaboration and coordination among the various local, national and international honor societies at California State University, Fullerton as they seek to promote, advance and recognize the campus community of scholars and student pursuit of academic excellence. Adviser: Ryan Alcántara, University Honors & Scholars Center

Discipline-Based Honor Societies

Chapters of 21 honor societies have been chartered at Cal State Fullerton to recognize students who demonstrate superior scholarship and leadership in specific academic fields.

Alpha Kappa Delta - Promotes social research for the purpose of the improvement of the human condition and recognizes high scholastic achievement among juniors, seniors and sociology graduate students. Adviser: Joseph Weber, Sociology

Alpha Mu Alpha - Recognizes excellence in the field of marketing. Adviser: Scott Greene, Marketing

Alpha Phi Sigma - Criminal Justice Honor Society provides students with references for possible careers in the field of criminal justice, as well as opportunities to participate in field trips to gain insight into the field. Open to juniors, seniors and graduate students. Adviser: Stacy L. Mallicoat, Criminal Justice

Beta Alpha Psi - Encourages and gives recognition to scholastic and professional excellence in the field of accounting. Open to juniors, seniors and graduate students. Adviser: Mohsen Sharifi, Accounting

Beta Gamma Sigma - Recognizes scholarship and achievement among business administration and economics students. Adviser: Thomas Johnson, associate dean, College of Business and Economics

Eta Kappa Nu - Recognizes students in electrical engineering – distinguished by scholarship, activities, leadership and exemplary character – and helps these students progress by association with alumni. Adviser: David Cheng, Electrical Engineering

Eta Sigma Gamma - Promotes and recognizes achievement in the field of health education. Open to all class levels. Adviser: Shari McMahan, Kinesiology and Health Science

Kappa Omega - Promotes and recognizes achievement in the field of counseling. Open to graduate students who are current members of the American Counseling Association and have a 3.5 GPA. Adviser: Leah Brew, Human Services

Kappa Omicron Nu - Promotes scholarship, research and the spirit of inquiry in the field of kinesiology. Open to sophomores, juniors, seniors and graduate students. Adviser: Kathy Koser, Kinesiology and Health Science

Kappa Tau Alpha - Recognizes scholastic achievement and encourages professional standards in mass communications. Membership is by invitation to seniors and graduate students majoring in communications. Adviser: Tony Rimmer, Communications

Lambda Alpha - National anthropology honor society open to both graduate and undergraduate students that encourages and stimulates superior scholarship and professionalism among students in the field of anthropology. Adviser: Hilarie Kelly, Anthropology

Lambda Pi Eta - Recognizes, fosters and rewards outstanding scholastic achievement in the field of communication, as well as encourages professional development among communication majors. Open to juniors, seniors and graduate students. Adviser: Gary Ruud, Human Communication Studies

Mu Phi Epsilon - Promotes high standards in education and performance in the professional world of music. Open to sophomores, juniors, seniors and graduate students. Adviser: Lloyd Rodgers, Music

Phi Alpha Theta - Recognizes and encourages excellence in the study of history. Adviser: Jochen Burgtorf, History

Pi Sigma Alpha - Recognizes and encourages productive scholarship in the subject of government among junior, senior and graduate students. Adviser: Raphael Sonenshein, Political Science

Psi Chi - Advances and maintains scholarship in the science of psychology. Adviser: William Smith, Psychology

Sigma Delta Pi - Recognizes high academic achievement in the study of the Spanish language, the literature and culture of Hispanic nations, and other college-level subjects. Committed to academic excellence in the discipline of Spanish and to the aid of the Hispanic community. Open to juniors, seniors and graduate students. Adviser: Pilar Valero-Costa, Modern Languages and Literatures

Sigma Phi Omega - Promotes scholarship, professionalism, friendship, and services to older persons, and recognizes exemplary attainment in gerontology/aging studies and related fields. Open to juniors, seniors and graduate students. Adviser: Joseph Weber, Sociology

Sigma Tau Delta - Confers distinction for high achievement in undergraduate, graduate and professional studies in English language and literature. The aim of Sigma Tau Delta is to promote a mastery of written expression, to encourage worthwhile reading, and to foster a spirit of good fellowship among students of the English language and literature. Adviser: Atara Stein, English

Sigma Theta Tau - Recognizes superior achievement and fosters high professional standards in the field of nursing. Open to qualified juniors, seniors and graduate students in nursing. Adviser: Dawn Stone, Nursing

Tau Beta Pi - Promotes and encourages scholastic excellence and service among the top eighth of junior and the top fifth of senior students in all engineering disciplines. Adviser: Peter Othmer, Mechanical Engineering

SPECIAL INTEREST HONOR SOCIETIES

The following nine societies also recognize specialized groups of individuals or areas of interest, but are not limited to a specific academic field:

Gamma Sigma Alpha National Honor Society - Promotes and recognizes scholastic excellence for CSUF fraternity and sorority members with a junior or senior standing.

Golden Key International Honour Society - Promotes and recognizes scholastic excellence and service among juniors and seniors at CSUF. Adviser: Howard Wang, associate vice president for Student Affairs

National Society of Collegiate Scholars - Recognizes outstanding academic achievement and assists students in achieving their career objectives. Open to freshmen and sophomores and encourages members to become and remain involved in community service and leadership activities throughout their college experiences and beyond. Adviser: Lea Jarnagin, associate dean, New Student Programs

Order of Omega - Promotes and recognizes scholastic excellence, leadership and service for CSUF fraternity and sorority members with a junior or senior standing.

Phi Beta Delta - Honors excellence among international students, distinguishes faculty who have studied or done research abroad, and students who have studied abroad. Chapter Coordinator: Robert B. Ericksen, Office of International Education and Exchange

Phi Eta Sigma - Designed for freshman-level students, with chapters on more than 300 campuses nationwide, it fosters superior scholarship, exemplary character and service to both campus and community. Adviser: Jaki Coffman, Child, Family and Community Service

Phi Kappa Phi - Recognizes and encourages superior scholarship in all academic disciplines in institutions of higher learning. Faculty Secretary: Charlene Mathe, Career Center

Rho Lambda - Promotes and recognizes scholastic excellence, leadership and service for members of CSUF Panhellenic sororities with a junior or senior standing.

University Honor Society - Promotes scholarship and fellowship for students participating in the University Honors Program. Open to students at all grade levels. Adviser: Ryan Alcántara, University Honors & Scholars Center

Research Centers

RESEARCH CENTERS

California Desert Studies Center
Center for Applied Biotechnology Studies
Center for Business Studies
Center for Children Who Stutter
Center for Community Collaboration
Center for Demographic Research
Center for Economic Education
Center for Entertainment and Tourism
Center for Entrepreneurship
Center for Ethnographic Cultural Analysis
Center for Excellence in Science and Mathematics Education
Center for Governmental Studies
Center for Insurance Studies
Center for International Business
Center for Public Policy
Center for Successful Aging
Center for the Advancement of Responsible Youth Sports
Center for the Prevention of Childhood Obesity
Center for the Study of Economics of Aging and Health
Center for the Study of Emerging Markets
Center for the Study of Religion in American Life
CSUF Archaeological Research Facility
CSUF Institute of Gerontology
Decision Research Center
Developmental Research Center
Family Business Council
Gianneschi Center for Nonprofit Research
Institute for Economic and Environmental Studies
Institute for Molecular Biology and Nutrition
National Center for Water Hazard Mitigation
Ocean Studies Institute/Southern California Marine Institute
Real Estate and Land Use Institute
Small Business Institute
Social Science Research Center
South Central Coastal Information Center
Sport and Movement Institute
Tucker Wildlife Sanctuary
Twin Studies Center
W.M. Keck Foundation Center for Molecular Structure

CALIFORNIA DESERT STUDIES CENTER



McCarthy Hall 387
(714) 278-2428

The California Desert Studies Center, which is located in the Mojave National Preserve at Zzyzx, California, 11 miles southwest of Baker, California on I-15, is a moderately equipped field station of the California State University system. The center provides opportunities for individuals and groups to conduct research, receive instruction, and experience the desert environment. The center manages 1,280 acres under a cooperative management agreement with the Department of Interior.

As the gateway to the entire Mojave National Preserve and Death Valley National Park, there is easy access to fossil sites, remains of Indian villages, historical wagon trails, old army forts, mining sites, and the salt flats of Silurian and Soda Dry Lakes. Research and educational offerings include the Kelso Sand Dunes; Devil's Playground; Cima Volcanic Field; Cima Dome; the Providence, Granite and New York mountain ranges, and Landfair and Ivanpah Valleys. Elevations range from 945 feet at the center to over 6,000 feet at Pinto Mountain in the New York Range.

The Desert Studies Center can accommodate 70 individuals in dormitory-style rooms. There is also a multi-station kitchen, bathhouse, laboratory, computer lab, two classrooms and a modest library.

For more information about the use of the center, contact the Desert Studies Center, Department of Biological Science, California State University, Fullerton, California 92834 or wpresch@fullerton.edu.

CENTER FOR APPLIED BIOTECHNOLOGY STUDIES

McCarthy Hall 282
(714) 278-3614
Fax: (714) 278-3426

The Center for Applied Biotechnology Studies is an interdisciplinary organization that provides research, consulting opportunities and services to the local and state biotechnology/biomedical communities through its applied research activities and workforce-oriented educational program. The goals of the center are: (1) to contribute to educational programs that will support workforce development in biotechnology with emphasis on such areas as biocomputing, biodevices, bioengineering and biopharmaceutics; (2) to create an environment where applied research by faculty and students is a primary objective; and (3) to foster interactions with biotechnology-biomedical industry locally, regionally and statewide.

The activities of the Center for Applied Biotechnology Studies are expected to increase the number of Cal State Fullerton students entering the biotechnology/biomedical workforce in Orange County and elsewhere, increase the number of applied research projects, increase the frequency of technology transfers into the biotechnology sector, and to become a vehicle for increased biotechnology/biomedical information flow between the university and the private sector. For more information, contact Dr. Robert Koch at (714) 278-3614.

CENTER FOR BUSINESS STUDIES

Langsdorf Hall 700
(714) 278-2592
Fax (714) 278-7101

The Center for Business Studies develops and conducts research, consulting and training programs for domestic and international organizations, both in the private and public sectors. The focus of such programs is on management and organizational development, formulation and implementation of strategic and tactical activities, analysis of microeconomic policy impacts on organizations, and effective resource utilization. The center also serves as the contact point for individuals and organizations seeking the expertise of our faculty members. In addition, it provides qualified support for faculty research on local, regional and transnational issues.

CENTER FOR CHILDREN WHO STUTTER

College Park 150
(714) 278-4570

The Center for Children Who Stutter provides assessment and treatment for young children who stutter. These very young children require state-of-the-art prevention and treatment provided by professionals who are experts in stuttering.

Education and research to improve services for children who stutter are also goals of the center. The center was a logical extension of a four-year study (1992-1996) funded by the National Institutes of Health, which provided guidance in the selection of assessment and treatment approaches and access to the families of children who stutter in our service area.

The center provides internships for students who are in the Communicative Disorders master's program. Also, workshops are available for practicing speech pathologists to update their knowledge of fluency disorders.

The Center for Children Who Stutter is supported by the Department of Speech Communication and the College of Communications. The center works closely with the National Stuttering Association, a self-help group for people who stutter, and the Stuttering Foundation of America.

CENTER FOR COMMUNITY COLLABORATION

Educational Classroom 207B
(714) 278-5681

The Center for Community Collaboration at California State University, Fullerton seeks to strengthen children, youth and families in collaboration with public agencies and community-based organizations through the support of the College of Human Development and Community Service.

The center focuses on the ever-evolving education and practice needs of the community by: (1) providing the highest quality learning opportunities through partnerships with other agencies or organizations to offer interdisciplinary training workshops and certificate programs for human services, community health and education professionals; (2) supporting applied scholarship, collaborative research, and dissemination of knowledge that informs, supports and strengthens the community such as collecting research data, identifying community needs, resources, funding streams, services and results; and (3) assisting the capacity building of communities with training and technical assistance in areas such as promising practices, outcomes assessment, and as an information resource on policy issues for organizations serving children, youth and families.

A highly regarded external advisory board, a multidisciplinary team of faculty from the College of Health and Human Development, and other units from the campus work to implement these goals. For more information about the center, please contact Michelle Berelowitz at (714) 278-5681.

CENTER FOR DEMOGRAPHIC RESEARCH

College Park 750
(714) 278-3009

The Center for Demographic Research was established in 1996 to ensure Orange County continues its presence in the development and support of demographic information. The center is sponsored by the County of Orange, League of California Cities - Orange County Division, Orange County Sanitation District, Orange County Transportation Authority, Transportation Corridor Agencies, Municipal Water District of Orange County, Orange County Water District, and California State University, Fullerton. These agencies govern and support the Center for Demographic Research.

The Center for Demographic Research operates in partnership with CSUF, supporting the university's learning-centered mission. The center makes its wealth of data readily available to faculty and student researchers, assists the faculty in designing instructional activities in the field of demography, and draws upon faculty research and expertise in its project activities. Through such linkages, the center provides opportunities for CSUF and other institutions of higher education to benefit from participation in regional demographic concerns.

The primary function of the center is to produce estimates and projections for housing, population and employment for a variety of geographic areas within Orange County. These efforts support both operational and long-range planning activities of various government agencies, other public or quasi-public agencies and private organizations. The center's staff engages in a variety of collaborative activities and research including: regional planning efforts; transportation modeling data preparation; and professional support of county, city, special district, and local, non-profit agency planning and evaluation efforts.

CENTER FOR ECONOMIC EDUCATION

Langsdorf Hall 530
(714) 278-2248

The Center for Economic Education at CSUF provides outreach programs in economic education for the Department of Economics. It is part of the network of California Centers affiliated with the California Council on Economic Education (CCEE) and with the National Council on Economic Education (NCEE). The major objective of the center is to promote and foster economic literacy in the schools (K-12), institutions of higher learning and in the larger community at large.

The center seeks to achieve these objectives through curriculum development and consultation, workshops and courses, materials dissemination and education research. The Center for Economic Education is part of the College of Business and Economics.

CENTER FOR ENTERTAINMENT AND TOURISM

The Center for Entertainment and Tourism serves as a coordinating unit to assist Cal State Fullerton in developing and implementing academic programs enriched by partnerships with off-campus representatives of the entertainment and tourism industries. The entertainment and tourism industries include organizations that produce and market goods and services intended for amusement and diversion and leisure. These industries comprise the following sectors: film, television, music, radio, casinos, gaming, spectator sports, theme and amusement parks, toys, retail destinations, the Internet, hotels/resorts and travel.

The Center for Entertainment and Tourism has the following goals:

1. To increase student awareness of careers and job opportunities in the entertainment and tourism industries in Southern California.
2. To encourage faculty who have expertise and professional contacts in the entertainment and tourism field to educate and mentor students interested in the field.
3. To position Cal State Fullerton as an important player in Southern California's entertainment and tourism industry.

The center maintains a professional advisory board that facilitates internship opportunities and job placement, connects entertainment professionals with faculty for research or other consulting needs, and assists with entertainment-related program development and activities on campus. The members of this board include Cal State Fullerton faculty members and executive representatives of entertainment and tourism companies in Southern California, such as the Anaheim Visitor's and Convention Bureau, American Express, AAA, Disneyland Resort, Marriott Hotels and Resorts, the Orange County Tourism Council, the Orange County Film Commission, PKF (Hospitality) Consulting, Capitol Records, Sony Music, the Mighty Ducks of Anaheim, and the Main Place, Fashion Island and South Coast Plaza malls.

CENTER FOR ENTREPRENEURSHIP

The purpose of the center is to develop skilled and knowledgeable entrepreneurial leaders who will successfully compete in the ever-changing business environment. The center supports entrepreneurial education and research at California State University, Fullerton and creates linkages to the region's emerging growth companies. It serves as the focus for faculty, students, alumni entrepreneurs, and friends of the university to come together and create an exciting, high-energy entrepreneurial culture. The center also aims to have cross-disciplinary links to other CSUF colleges.

CENTER FOR ETHNOGRAPHIC CULTURAL ANALYSIS

McCarthy Hall 422

The Center for Ethnographic Cultural Analysis combines training in ethnography (as a technique of observing, recording and writing about other cultures) with various forms of cultural analysis (both quantitative and qualitative). It promotes innovative educational projects, conferences, seminars and workshops. The center also serves as a resource for schools and businesses within the community that may wish to draw upon the expertise of anthropology students and faculty who are trained to observe, record and analyze the qualitative complexity of human behavior.

CENTER FOR EXCELLENCE IN SCIENCE AND MATHEMATICS EDUCATION

McCarthy Hall 527
(714) 278-2307

The Center for Excellence in Science and Mathematics Education is a joint venture of the College of Natural Sciences and Mathematics and the College of Education. The primary functions of the center are to:

1. Coordinate K-12 science and math education activities on campus.
2. Support efforts for obtaining external funds for the improvement of science and math education.
3. Enhance outreach activities with area schools and educators.
4. Publicize existing science and math education programs at CSUF.
5. Promote increased access to science and mathematics to all students, e specially underrepresented minorities, women and bilingual speakers.
6. Foster discussion and develop innovative ideas regarding current issues and methods in mathematics and science education. Sponsor and schedule seminars featuring prominent educators.
7. Promote collaboration between faculty from the College of Education and the College of Natural Sciences and Mathematics to improve science and math education classroom teaching.

CENTER FOR GOVERNMENTAL STUDIES

University Hall 511
(714) 278-3521

The Center for Governmental Studies supports research, training and publication that assist governmental, professional and civic groups. It is housed in the Division of Political Science and Criminal Justice and draws upon departmental, community and alumni expertise. The institute publishes monographs and books, sponsors training programs, and supports theoretical and applied research that is of interest to public policy makers. Institute funds also assist in supporting the teaching mission of the department.

CENTER FOR INSURANCE STUDIES

College Park 650-17
(714) 278-3679/(714) 278-7296

The Center for Insurance Studies was established by the Department of Finance in the College of Business and Economics at the beginning of the 1998-1999 academic year, when Dr. Weili Lu was appointed director. The goal of the center is to create an organization that attracts and educates talented individuals who are committed to professional careers in the insurance and financial services industry, including property, life, benefits, risk management, and health care components. The emphasis is on careers in actuarial analysis, claims, financial planning, marketing, risk management, portfolio management, sales, technology and underwriting.

Operating strategies for the center are constantly updated with the help of industry professionals. Since the center's founding there has been strong support from the industry, including a growing number of scholarships available to business students. The Insurance and Financial Services program created by the Center for Insurance Studies is one of six tracks in the finance concentration within the Business Administration major.

CENTER FOR INTERNATIONAL BUSINESS

University Hall 313
(714) 278-2223

Globalization is the reality of today's business. Even for domestic U.S. firms, the market place has shifted to an international area. Diversity among world cultures and interdependence among nations call for ongoing global exchanges and education.

The Center for International Business provides a forum for such interaction and facilitates training for both domestic and international groups.

CENTER FOR PUBLIC POLICY

McCarthy Hall 111
(714) 278-3602

The Center for Public Policy seeks to enhance public policy dialogues in the Orange County community by encouraging faculty research on current local issues. Analysis of county infrastructure is a continuing interest, with focuses such as coastal water cleanliness, transportation, schools, sanitation and housing. Key programs include modest support for research, with an annual request for proposals from CSUF full-time faculty. The center also undertakes quarterly Orange County public opinion surveys in partnership with the Orange County Business Council. The director of the center is Dr. Phillip Gianos, professor of political science, and chair, Division of Political Science and Criminal Justice.

CENTER FOR SUCCESSFUL AGING

Kinesiology and Health Science 011
(714) 278-7317
Fax: (714) 278-5666

The Center for Successful Aging, through its educational, research and service activities, has as its mission the promotion of health, vitality and well-being in later years. Housed in the College of Human Health and Development, the center uses an integrated approach to address the health concerns of an aging society.

The center has three distinct programs: Senior Fitness, Balance and Mobility, and Health Promotion for Older Adults. The specific goals are to: (1) conduct interdisciplinary research on issues related to healthy aging; (2) provide student and in-service training to prepare healthcare practitioners, rehabilitative specialists and fitness leaders to work with older adults; (3) offer a variety of health, physical, psychological and functional assessments; (4) conduct health, fitness and rehabilitation programs; (5) collaborate and partner with community agencies and facilities to provide services to improve the quality of life in later years; and (6) serve as an advocate for affecting public policy relative to healthy aging.

A multidisciplinary team of faculty throughout the university works to implement these goals in collaboration with the directors of the center, Dr. Jessie Jones, professor of health science, and Dr. Debra Rose, professor of kinesiology.

CENTER FOR THE ADVANCEMENT OF RESPONSIBLE YOUTH SPORTS

Kinesiology and Health Science 133
(714) 278-3806/(714) 278-4386
Fax: (714) 278-5317

The Center for the Advancement of Responsible Youth Sport, serving primarily Orange County, has as its mission the promotion of positive and developmentally appropriate sport and physical activity programs for youth populations. The goals of the center are based on the understanding that parents, leaders, coaches, and professionals have a responsibility to provide a safe, enjoyable, and developmentally appropriate experience for children and adolescents involved in organized youth sports. The structure of leagues, the training of coaches, and the behavior of adults and spectators ought to be consistent with this responsibility. As such, the mission and goals of the center reflect the needs of a community increasingly reliant on sport and physical activity as an important educational tool for healthy children and adolescents.

For additional information, contact the center's directors: Dr. Lenny Wiersma at (714) 278-3806, or Dr. Clay Sherman at (714) 278-4386.

CENTER FOR THE PREVENTION OF CHILDHOOD OBESITY

Kinesiology and Health Science 106A
(714) 278-7000/(714) 278-4388
Fax: (714) 278-5317

The Center for the Prevention of Childhood Obesity, housed in the College of Health and Human Development, promotes interdisciplinary research and community outreach in areas related to children's health and weight management. The center facilitates interaction among multiple entities concerned with the rise in childhood obesity including university faculty, schools, community agencies and policy-makers. Specifically, the center's three-fold mission is: 1) to work with schools and other community agencies to develop and test model health promotion programs and interventions; 2) to assess and evaluate existing programs and policies, and 3) to identify theoretical models and environments that can explain and influence behavior patterns across different high-risk groups. As such, the mission and goals of the center reflect the needs of the community by providing education and outreach to children and their families regarding healthy lifestyles and prevention of obesity.

For more information, contact Dr. Shari McMahan at (714) 278-7000, or Dr. Jie Weiss at (714) 278-4388.

CENTER FOR THE STUDY OF ECONOMICS OF AGING AND HEALTH

Langsdorf Hall 719
(714) 278-8216

The Center for the Study of Economics of Aging and Health was established in 2002, with the purpose of serving as a focal point for faculty and researchers to undertake collaborative research on economic issues related to health policies and aging, as well as to promote the study of health economics and the economics of aging.

The objectives of the center are: (1) to foster research collaborations between CSUF and other universities or organizations in the U.S. and overseas on economic issues related to health and aging; (2) to promote the understanding and study of health policies, health economics, and economics of aging for informed policy-making and for equipping professionals to undertake economic analyses in these areas; (3) to foster cooperation among research and service centers within CSUF to promote the study and research of topics related to health policies and aging; (4) to advocate public discussions on economic policies and programs related to healthcare and aging.

The current director of the center, Dr. Davina C. Ling, is a faculty in the Department of Economics, CSUF. Examples of current research projects include: economic causes of health disparities in the U.S., economic development and health disparities in China, the economic costs of child physical abuse in China, the economic costs of grandparent care-giving and teenage pregnancy in the U.S., HIV-AIDS health education and intervention projects in China and Hong Kong. The center seeks to expand and broadens its research focus, as well as to place an emphasis on grant and contract research. Distinguished faculty from CSUF, as well as faculty from neighboring universities such as University of Southern California and University of California, Irvine, form the advisory board and oversee the activities of the center.

CENTER FOR THE STUDY OF EMERGING MARKETS

College Park 450-6
(714) 278-4125

The center was created to foster the study of emerging markets by sponsoring faculty research projects, curriculum updates, and international trade promotion especially for the high-tech sector of Orange County in the bio-technical, telecommunications, information technology and electronic areas.

In addition to promoting the free flow of information for local and foreign firms, the Center for the Study of Emerging Markets maintains the largest regional database of high-tech firms that are involved in or capable of trading internationally, qualified foreign buyers and sellers, and foreign and local funding sources for investment. Matching services are provided by trained, multilingual student interns supervised by seasoned professionals who can match local companies with their foreign counterparts. This may take the form of qualified leads, initial phone contacts, as well as advice on financing and logistical support. The center also maintains a website where the results of its research projects are published for the business community and students, as well as other academics. Each year the center also sponsors a number of international and local conferences on topics related to emerging markets.

CENTER FOR THE STUDY OF RELIGION IN AMERICAN LIFE

Education Classroom 622
(714) 278-2442

The Center for the Study of Religion in American Life, housed within the Department of Comparative Religion, seeks to support the work of the department and to relate that work to the areas of business, the health professions, the media, etc. It does so by sponsoring conferences, promoting research – especially in the area of interfaith relations – and preserving archival materials related to religious communities in Southern California whose numbers are diminishing. The center's director is Dr. Benjamin J. Hubbard, professor of Comparative Religion.

CSUF ARCHEOLOGICAL RESEARCH FACILITY

McCarthy Hall 2

The CSUF Archeological Research Facility houses archeological material (much of it from Orange County) and sponsors and conducts a variety of activities for CSUF students and the community. Through field work, donations and permanent curation agreements, the center has accumulated an extensive collection (about 4,000 cubic feet). With its laboratory equipment, computer facilities, comparative collections and research library, the center serves as a source for other colleges and universities, as well as professional archeologists in public agencies and private organizations. Students, alumni and other qualified community members may borrow these materials for presentations in elementary and secondary schools, and CSUF students may earn their master's degrees by analyzing these materials.

CSUF INSTITUTE OF GERONTOLOGY

Ruby Gerontology Center Room 8
(714) 278-4686

The Institute of Gerontology is located within the Ruby Gerontology Center and brings together the many varied aspects of aging-related education and research at CSUF. The mission of the institute is the advancement of successful aging practices through education, research and community service. Programs and projects developed and sponsored by or affiliated with the institute; promote successful aging within the broad parameters of wellness of mind and body and through the implementation of appropriate public policies.

The institute enhances the dissemination of information pertaining to gerontology and engenders multi- and inter-disciplinary research and projects, promoting a university environment that is congenial for such research and activities in gerontology. The institute fosters the communication of ideas and information concerning gerontology, and whenever possible, the activities and programs are structured to allow the full participation of all its members.

DECISION RESEARCH CENTER

Humanities 532
(714) 278-2102

The Decision Research Center in the Department of Psychology, established in 1986, supports research and instructional activities of faculty and students in the study of behavioral decision-making. Research conducted in the center includes experimental and theoretical studies of: (1) basic psychological laws of judgment and decision-making under conditions of risk, uncertainty and ambiguity; (2) effects of sudden changes in wealth on a person's attitude toward risk (such as the effects of winning the lottery on financial decisions); (3) effects of the judge's point of view on judgments and decisions, and (4) combination of information from sources of varied expertise and bias to form judgments and decisions.

DEVELOPMENTAL RESEARCH CENTER

Humanities 519 E
(714) 278-2147

The Developmental Research Center in the Department of Psychology supports The Fullerton Longitudinal Study, a comprehensive and systematic investigation of children's development. Data were collected from more than 100 children and their families for over 18 years.

Topics of interest include the longitudinal assessment of the relation between home environment and cognitive development; school readiness; giftedness; learning disabilities; academic intrinsic motivation; family and peer relationships; temperament and personality; social and behavioral development; parental involvement, family structure, demographics and change; and hemispheric and manual laterality.

FAMILY BUSINESS COUNCIL

Langsdorf Hall 626
(714) 278-4182

The Family Business Council, established in 1994 within the CSUF College of Business and Economics, is a partnership between the business community and Cal State Fullerton. Its mission is to enhance the well-being and survivability of Southern California family businesses by providing opportunities for education, interaction and information tailored to the needs and concerns of family businesses.

GIANNESCHI CENTER FOR NONPROFIT RESEARCH

Academic Programs
McCarthy Hall 111-F
(714) 278-5376

Charitable organizations are a vital part of the social fabric, ranging from symphony orchestras and hospitals to community clinics and animal shelters. Their services, impact and economic scope are substantial, yet the sector as a whole is little understood.

The Gianneschi Center for Nonprofit Research was established to serve the Orange County community and the field of nonprofit sector research as the repository for data about philanthropic, charitable and volunteer activity in this county. The center published the first formal study of Orange County's nonprofit sector in 1996. Ongoing activities include maintaining the Orange County nonprofit database, encouraging scholarly research of the sector, involving practitioners and funders in designing future research projects and facilitating meaningful discussion of issues affecting the nonprofit sector.

INSTITUTE FOR ECONOMIC AND ENVIRONMENTAL STUDIES

Langsdorf Hall 702
(714) 278-2509

The Institute for Economic and Environ-mental Studies issues regular economic forecasts, provides analysis-based, policy- oriented research on economic and environmental issues, and studies regional economic impacts. The institute undertakes independent studies, as well as contract research, into the areas of its focus, working with private and public entities. It seeks funding for research and training; sponsors conferences and workshops; presents studies and reports of interest to business, government, academic and general communities. Whenever possible, the institute's activities are structured to allow the participation of graduate and undergraduate students at Cal State Fullerton.

INSTITUTE FOR MOLECULAR BIOLOGY AND NUTRITION

McCarthy Hall 282
(714) 278-3614

The Institute for Molecular Biology and Nutrition is an interdisciplinary organization comprised of faculty members from the Departments of Biological Science, and Chemistry and Biochemistry. The mission of the institute is the exploration of ideas and problems concerning cell and molecular life science by: (1) fostering communication of scientific ideas to its membership, affiliated departments, the university, and to the community at large; (2) promoting active research on cellular and molecular problems; (3) encouraging student research in affiliation with members of the institute; (4) development of courses related to the institute's mission that benefit from the unique interdisciplinary approach; and (5) fostering research and education in biotechnology.

NATIONAL CENTER FOR WATER HAZARD MITIGATION

Engineering 312
(714) 278-3525
Fax: (714) 278-3916

The mission of the center is to formulate new technologies, new strategies and new training mechanisms aimed at strengthening the water resources in a given region and in formulating remedial solutions should these resources be intentionally targeted by contamination. The center is expected to be a national resource for help, guidance, training and material in mitigating hazards to water systems.

For more information, contact Dr. Rao Prasada at (714) 278-3525.

OCEAN STUDIES INSTITUTE/ SOUTHERN CALIFORNIA MARINE INSTITUTE

McCarthy Hall 282
(714) 278-3614

The Ocean Studies Institute, which consists of ten California State University campuses (Bakersfield, Channel Islands, Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, Pomona, San Bernardino and San Marcos), participates in training scientists and educating the general public by coordinating and facilitating marine educational and research activities.

The OSI has merged with the University of Southern California and Occidental College to form the Southern California Marine Institute, which is located at 820 South Seaside Avenue, Terminal Island, CA 90731; (310) 519-3172; Fax (310) 519-1054.

Through its affiliation with the Southern California Marine Institute, the OSI provides facilities for introducing students to the marine environment, for supporting faculty and student research, and for intensive participation by students pursuing professional programs. The OSI owns and operates the R/V Yellowfin (76-foot vessel), which is used by classes and research programs in biology, geology and ocean engineering. In addition to research vessels located at Terminal Island, the facility includes a 5,000-square-foot building with laboratories, classrooms and running sea water system.

REAL ESTATE AND LAND USE INSTITUTE

Langsdorf Hall 522
(714) 278-7125

The Real Estate and Land Use Institute is a branch of the California State University system's applied research and professional and public education center for real estate and urban land use. The mission of the institute is to promote and advance knowledge, objective research and education in the area of real estate and land use economics by: (1) providing a neutral and consistent source of real estate research, analysis and data to the real estate community, government agencies and educators in Orange County; (2) providing a neutral forum where professionals in the field address key real estate and land use issues; and (3) maintaining liaisons with government agencies, private industry and associated organizations with interest in public policy affecting real estate and land use.

SMALL BUSINESS INSTITUTE

Langsdorf Hall 664
(714) 278-3464, (949) 644-4541

The Small Business Institute has many programs designed to guide and assist smaller, fast-growing businesses. One of the most important is its program in which faculty and students offer business consulting to 50 firms a year. The students are graduating seniors or MBA candidates who work under the close direction of faculty advisers. They prepare a major report that includes recommendations for improved performance.

More than 1,100 Orange County firms have received this service. The institute selects outstanding reports to submit to the national case competitions. In 1996, 1997, 2000, 2001 and 2002 teams of students – competing against approximately 250 other schools – were named national winners. Many other teams won regional honors.

SOCIAL SCIENCE RESEARCH CENTER

McCarthy Hall 38
(714) 278-3185

The Social Science Research Center (SSRC), under the auspices of the College of Humanities and Social Sciences, provides research services to community organizations and research support to CSUF faculty members. The center's primary goal is to assist non-profit and tax-supported agencies and organizations to answer research questions that will lead to improved service delivery and public policy.

The SSRC conducts surveys, evaluation research, needs assessments and image studies. The center also specializes in telephone survey research, conducts mailed surveys and administers face-to-face interviews. In addition, the SSRC can assist in proposal preparation and in all phases of social research, including the development of survey and evaluation instrumentation, research design, data collection, statistical analysis, and technical report writing. Through these activities, the SSRC provides applied research and training opportunities to students and CSUF faculty members.

SOUTH CENTRAL COASTAL INFORMATION CENTER

McCarthy Hall 477

Hosted by and linked with the Department of Anthropology, the South Central Coastal Information Center (SCCIC) is one of twelve regional information centers in California that comprise the California Historical Resources Information System (CHRIS). CHRIS works under the direction of the California Office of Historic Preservation and the State Historic Commission. These information centers provide historical resources information to local governments and individuals with responsibilities under the National Environmental Policy Act, National Historic Preservation Act, and California Environmental Quality Act.

Since its inception in the early 1970s, the SCCIC (formerly housed at UCLA) has been a fundamental source of archaeological information for Ventura, Los Angeles and Orange Counties. The SCCIC now maintains the most extensive historical resources information base available for south central coastal California (including approximately 7,000 records of prehistory and historic archaeological sites, more than 10,000 reports of historical resource studies, and more than 30,000 historic resources inventory records).

Information about historical resources is maintained in various forms such as 7.5' USGS Quadrangle Maps, historical resource records and reports, and computerized data. SCCIC clients are generally archaeologists, historians, architectural-historians, developers and planning agencies. For more information, see http://anthro.fullerton.edu/sccic/Default.htm.

SPORT AND MOVEMENT INSTITUTE

Physical Education 134
(714) 278-3316

The purpose of the Sport and Movement Institute is to promote an atmosphere congenial to research, creative activity and services concerned with human movement and its related phenomena. Specifically, the organization endeavors to: (1) provide services of evaluation, consultation and advisement; (2) foster and encourage the generation and communication of ideas and information; (3) interpret and facilitate the practical application of research findings; (4) provide opportunities for individuals and community groups to participate in activities of the institute that include clinics, workshops and seminars; (5) promote and support research and other scholarly activities on the part of the membership.

TUCKER WILDLIFE SANCTUARY

McCarthy Hall 166
(714) 649-2760 or (714) 278-2638

Tucker Wildlife Sanctuary is a 12-acre non-profit nature preserve located in the heart of Modjeska Canyon, adjacent to the Cleveland National Forest. It is owned and operated by California State University, Fullerton, and its College of Natural Sciences and Mathematics. Tucker Wildlife Sanctuary has a dual mission—to support science and environmental education and to act as a sanctuary for the preservation of local native habitat and wildlife. Tucker serves as a unique field research center for Cal State Fullerton students and as a field trip destination for K-12 schools since its programs are built on the California Standards for Science Education. Tucker is open to the public Tuesday through Sunday for visitors to enjoy and learn about the local wildlife and natural habitat of the southern California area. Admission is free. Tucker's facilities include a small natural history museum/interpretive center, two ponds, a bird observation porch and feeders, a relaxing patio and picnic areas, a small amphitheater, hiking trails, a gift shop, restrooms and a visitor parking lot.

TWIN STUDIES CENTER

Humanities 521J
(714) 278-2568

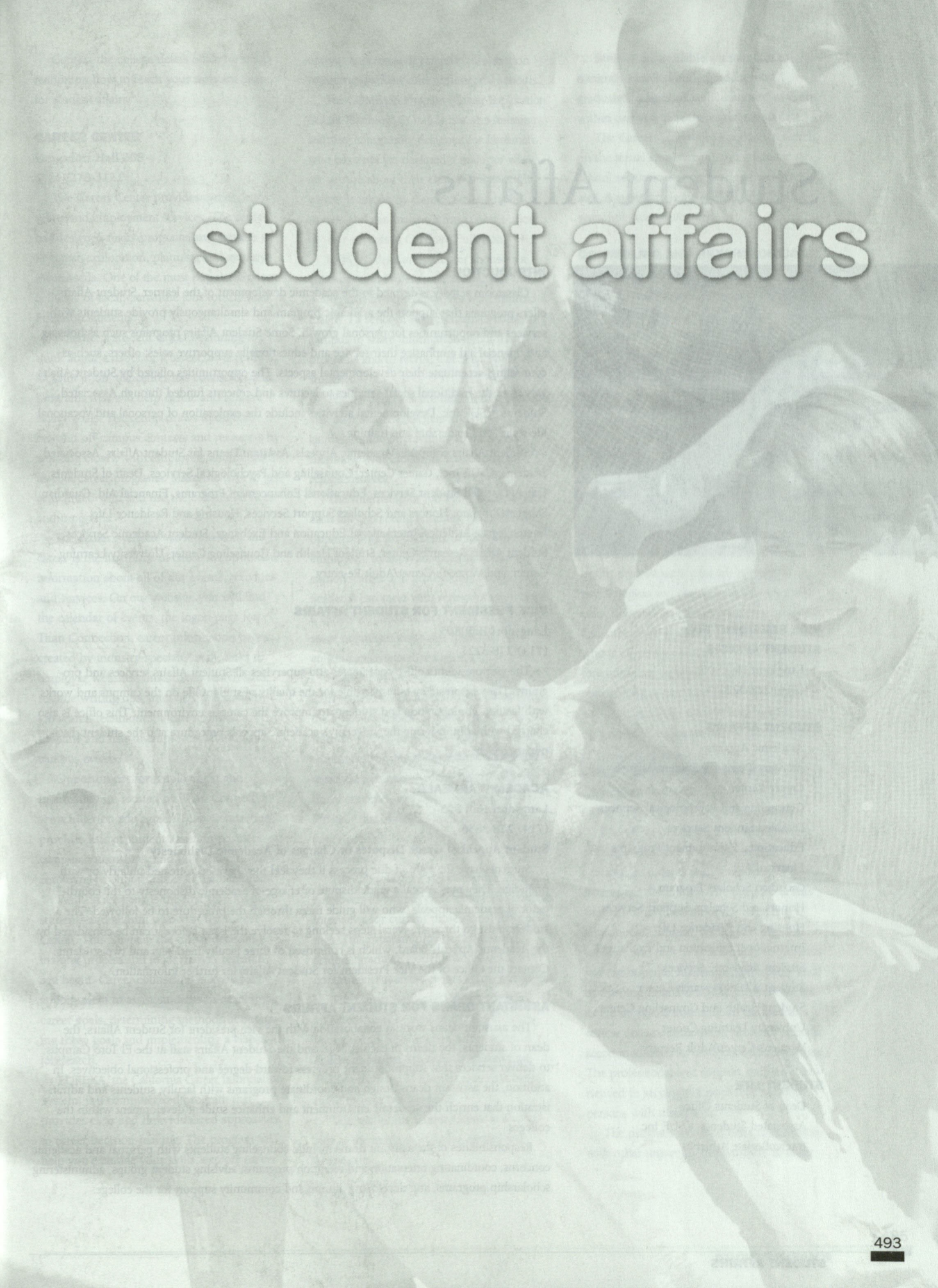
The Twin Studies Center of the Psychology Department is designed to serve two purposes: (1) conduct research projects on twins that will contribute to knowledge concerning the rearing and educating of twins and enhance our understanding of human development; and (2) provide information to the public concerning psychological and biological aspects of twinship. Dr. Nancy L. Segal is the director of the Twin Studies Center.

W.M. KECK FOUNDATION CENTER FOR MOLECULAR STRUCTURE

McCarthy Hall
(714) 278-3752 office
(714) 278-3280 laboratory

The W.M. Keck Foundation Center for Molecular Structure (CMolS) is the first comprehensive X-ray diffraction and computational facility at a predominately undergraduate institution. CMolS is a core research and education facility that provides students and faculty throughout the 23-campus California State University the opportunity for joint research and education activities directed at the determination and critical analysis for molecular structures. CMolS has been designated a core facility for research and education in this area in the California State University Program for Research and Education in Biotechnology (CSUPERB). Professor Katherine Kantardjieff, an accomplished crystallographer and physical chemist, currently serves as director of CMolS.

X-ray diffraction is the preeminent method used in characterization of molecular substances, as well as macromolecular and solid state materials. Crystal structures are essential to our understanding of fundamental processes at the molecular level. Studies at CMolS are providing answers to important questions about the molecular mechanisms of disease, drug resistance and solar energy storage and conversion. CSU faculty and students also use CMolS research facilities in the design of novel materials, catalysts and organic synthetic reagents.



student affairs

Student Affairs



VICE PRESIDENT FOR STUDENT AFFAIRS

Langsdorf Hall 805
(714) 278-3221

STUDENT AFFAIRS

Academic Appeals
Assistant Deans for Student Affairs
Career Center
Counseling and Psychological Services
Disabled Student Services
Educational Enhancement Programs
Financial Aid
Guardian Scholars Program
Honors and Scholars Support Services
Housing and Residence Life
International Education and Exchange
Student Academic Services
Student Affairs Research Center
Student Health and Counseling Center
University Learning Center
Women's Center/Adult Reentry

STUDENT LIFE

Dean of Students Office
Associated Students, CSUF, Inc.
Intercollegiate Athletics

INTRODUCTION

Classroom activity is devoted to the academic development of the learner. Student Affairs offers programs that support the academic program and simultaneously provide students with services and opportunities for personal growth. Some Student Affairs programs such as housing and financial aid emphasize their service and educationally supportive roles; others, such as counseling, accentuate their developmental aspects. The opportunities offered by Student Affairs vary from the traditional social activities to lectures and concerts funded through Associated Students, CSUF, Inc. Developmental activities include the exploration of personal and vocational life styles, and leadership and training.

Student Affairs comprises Academic Appeals, Assistant Deans for Student Affairs, Associated Students, CSUF, Inc., Career Center, Counseling and Psychological Services, Dean of Students Office, Disabled Student Services, Educational Enhancement Programs, Financial Aid, Guardian Scholars Program, Honors and Scholars Support Services, Housing and Residence Life, Intercollegiate Athletics, International Education and Exchange, Student Academic Services, Student Affairs Research Center, Student Health and Counseling Center, University Learning Center, and Women's Center/Adult Re-entry.

VICE PRESIDENT FOR STUDENT AFFAIRS

Langsdorf Hall 805
(714) 278-3221

The vice president's office coordinates and supervises all Student Affairs services and programs. The vice president is responsible for the quality of student life on the campus and works with faculty, administration and students to improve the campus environment. This office is also charged with administering the university's academic appeals procedure and the student disciplinary codes.

ACADEMIC APPEALS

Langsdorf Hall 805
(714) 278-3836

Student Appeal of Grade Disputes or Charges of Academic Dishonesty

Students have the right of due process if they feel they have been treated unfairly or with prejudice. They may appeal a grade dispute or charge of academic dishonesty to the coordinator of academic appeals, who will guide them through the procedure to be followed. The student must go through several steps seeking to resolve the issue before it can be considered by the Academic Appeals Board, which is comprised of three faculty members and two students. Contact the Office of the Vice President for Student Affairs for further information.

ASSISTANT DEANS FOR STUDENT AFFAIRS

The assistant deans work in collaboration with the vice president for Student Affairs, the dean of students, the deans in each college, and the Student Affairs staff at the El Toro Campus to deliver services that support student progress toward degree and professional objectives. In addition, the assistant deans design and coordinate programs with faculty, students and administration that enrich the academic environment and enhance student development within the colleges.

Responsibilities of the assistant deans include counseling students with personal and academic concerns, coordinating orientation and retention programs, advising student groups, administering scholarship programs, and developing alumni and community support for the college.

Contact the college dean's office for information on how to reach your assistant dean for student affairs.

CAREER CENTER

Langsdorf Hall 208
(714) 278-3121

The Career Center provides career counseling and employment services. The center has designed many programs and services to fit career exploration, planning and employment needs. One of the most popular services is listing of local, part-time jobs for Cal State Fullerton students.

Whether a student is just beginning to think about a major or a career, or is ready to look for a job, the center has counselors and programs that will help define and achieve career goals. The center draws upon both on- and off-campus contacts and resources by working closely with employers and faculty to plan career programs. Make the time to get acquainted with and use the center's services and programs.

The center's website www.fullerton.edu/career is the first place to check for up-to-date information about all of our events, activities and services. On our website, you will find the calendar of events, the logon page for Titan Connection, career information pages created by industry specialist staff, links to employer websites, links to job search sites, resume writing tips, interview preparation, job search techniques, a career planning timeline and lists of employers attending campus events.

Opportunities for employment and internships are located on Titan Connection www.fullerton.edu/career. Titan Connection provides lists of student assistant positions on campus, internships, and full- and part-time employment opportunities in the community.

Walk-in advising is the first stop for all students and alumni who visit the Career Center. This is where the career decision-making process and labor market research can begin. Career counseling is available by appointment to assist students in developing career goals, determining methods of obtaining those goals and implementing a viable job search.

EUREKA, the California Career Information System, is a computerized program that provides clear and individualized approaches to career decision-making. The program will help you examine your skills, explore career options and research program information regarding graduate and professional schools.

The COMPASS Program (Career Exploration & Life Planning, CO 252) is a one-semester learning community designed for freshmen who have not yet declared a major or who are unsure about their choice of major. This course is taught by Career Center professionals and can make a strong contribution to your success at Cal State Fullerton.

Each fall the Career Center sponsors a Graduate and Professional School Fair that is attended by representatives from approximately 75 schools. Representatives come to campus to share information about their programs and to recruit Cal State Fullerton students.

Teacher Job Fairs are held once a semester and offer student teachers and other teacher candidates the opportunity to meet and interview with California school district representatives.

The Internship & Job Fair, which is held each fall and spring semester, offers excellent opportunities for students to meet with employers, to apply for positions, and to explore career and professional options. Students can meet with representatives from a variety of business, non-profit and government organizations to ask questions and collect career-related information.

Workshops and seminars are scheduled each semester. The workshops may include the following topics: career planning, resume writing, interview skills, job search techniques, business etiquette, Internet job searches, job search techniques for international students, and other college-to-work topics. A list of dates, times and locations are announced on our website: www.fullerton.edu/career.

The Campus Interview Program brings employers to campus each semester to conduct interviews for current professional job openings. This program provides graduating seniors, graduate students and alumni with opportunities to interview with these employers.

The Career Resource Library contains an extensive collection of job search, occupational and labor market information. A checkout system has been instituted that enables students to borrow materials overnight or over the weekend.

The staff of the Career Center is responsive to the needs of students, alumni and employers.

Services are available without cost to currently enrolled undergraduate and graduate students, as well as alumni who are within one year past their graduation date.

The Career Center also conducts research on the initial employment and graduate school admissions experiences of our graduates. A summary is available on the Web at www.fullerton.edu/career.

COUNSELING AND PSYCHOLOGICAL SERVICES

Student Health and Counseling Center - East Building
(714) 278-3040

The Counseling and Psychological Services staff is dedicated to providing high quality and effective psychological counseling and brief psychotherapy to registered students who are facing problems in their lives, their studies and their relationships. The ultimate objective of CAPS is to contribute in a significant way to student learning and to the development of CSUF students as productive and psychologically healthy adults.

CAPS staff members are trained mental health professionals who are licensed psychologists and marriage and family therapists, doctoral-level psychological counselors, and supervised graduate interns. Any student who is currently enrolled at CSUF is eligible for counseling services; couples may also be seen as long as one member of the couple is a student at CSUF. Groups and workshops on a variety of topics are offered each semester.

DISABLED STUDENT SERVICES

University Hall 101
(714) 278-3117 (V) 278-2786 (TDD)

The Office of Disabled Student Services provides assistance and offers support services to students with temporary and permanent disabilities. The purpose of this program is to make all of the university's educational, cultural, social, and physical facilities and programs accessible to students with orthopedic, functional, perceptual and/or learning disabilities. The program serves as the delegated authority on campus to review documentation and prescribe specific accommodations for students with disabilities. The professional and support staff are experienced in serving the particular needs of persons with disabilities.

The program works in close cooperation with other university departments in order

to provide a full range of services. These services include academic accommodations (readers, note takers, interpreters/RTC for the deaf/hard of hearing, alternative testing), counseling, temporary disabled person parking, application assistance and priority registration, academic advisement, career counseling and job-placement, housing and transportation, referral and advocacy.

The program also provides diagnostic assessment, counseling, advisement, advocacy and supportive services for students with psychological and other functional and/or learning disabilities.

The program encourages involvement and input from students, faculty and staff in order to maintain a responsive and quality program.

Information regarding programs and services available to students with permanent and temporary disabilities may be obtained from the Office of Disabled Student Services.

EDUCATIONAL ENHANCEMENT PROGRAMS

Educational Enhancement Programs, funded by the Department of Education, were instituted to assist disadvantaged students in reaching their educational goals. These programs target low-income and first-generation secondary students, college students and adults, and provide them with educational services to ensure that they graduate and then continue their education at the next level. The objectives of these programs are to increase educational opportunity, raise academic performance, and improve retention and motivation for student success.

Gear Up - Anaheim
University Hall 234
(714) 278-5117

The GEAR UP Program ensures that disadvantaged middle school and secondary students are prepared for, pursue and succeed in postsecondary education. GEAR UP was established to provide students with a comprehensive set of services and activities to assist them in achieving educational success.

Ronald E. McNair Scholars Program
University Hall 179
(714) 278-7315

The Ronald E. McNair Scholars program is designed to prepare economically disadvantaged and traditionally underrepresented students for doctoral studies. The program provides opportunities for students to define goals, engage in research, and develop the skills and student/faculty mentor relationships critical to success at the doctoral level.

Upward Bound
University Hall 215
(714) 278-3254

Upward Bound is a federally funded, comprehensive educational program designed to assist low-income and first-generation students to acquire the skills and motivation necessary to complete a program of secondary education and to provide preparation to enter and succeed in a program of post-secondary education.

CSUF Upward Bound participants are selected from various high schools that have demonstrated a need for the services offered by the program. All students participate in year-round academic activities, including summer residential living.

Upward Bound provides services to Century High School, Saddleback High School, Santa Ana High School and Valley High School.

FINANCIAL AID

University Hall 146
(714) 278-3125

The Office of Financial Aid is committed to providing eligible students with the necessary financial aid resources to ensure their academic success. The office provides financial assistance to more than 13,000 students annually and administers over $100 million each year through the following student financial assistance programs:

- Parent Loan (PLUS) Program
- Federal Perkins Loan
- Federal Stafford Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Bureau of Indian Affairs Grant
- State University Grant Program
- State Educational Opportunity Program Grant
- Federal Work Study Program
- Cal Grant A
- Cal Grant B
- Private Scholarship
- Emergency Loan Fund

For further information concerning financial aid programs available at the university, see the Registration Procedures section of this catalog, or call the Office of Financial Aid at (714) 278-3125.

GUARDIAN SCHOLARS PROGRAM

Commons 120
(714) 278- 4900
www.fullerton.edu/guardianscholars

The Guardian Scholars program is committed to supporting ambitious college bound students exiting the foster care system. We provide a comprehensive program that contributes to the quality and depth of a student's university experience. We serve as a resource for young adults by assisting in their development and equipping them with the educational and interpersonal skills necessary to become community leaders, role models and competent professionals in their selected fields.

More than just a scholarship, the Guardian Scholarship Program provides:

- Academic advising
- Financial assistance
- On-campus housing
- Mentoring opportunities
- Workshops designed to ensure success in college and career

HONORS AND SCHOLARS SUPPORT SERVICES

Pollak Library North 120
(714) 278-7440

Honors and Scholars Support Services offers a unique, comprehensive program to challenge and motivate outstanding students throughout their university experiences. Support is provided in areas of outreach and recruitment, orientation, program management, and the coordination of honors societies functions and special university events. The program offers special seminars, high interaction with outstanding faculty members, and the opportunity for students to enhance their leadership abilities.

The center provides advice, support and encouragement for students seeking fellowships and awards. Emphasis is placed in providing guidance and advice on applying to graduate and professional schools, as well as assistance in completing the application processes for prestigious scholarships and awards such as Fulbright, Truman and Rhodes.

HOUSING AND RESIDENCE LIFE

Cobb Residence Halls - Housing Office
(714) 278-2168

Cal State Fullerton's on-campus housing accommodates approximately 800 students. The residence hall complex consists of three-bedroom double occupancy and four-bedroom single occupancy, apartment-style suites and a community center. The three-bedroom double occupancy suites are designed to accommodate six students while the four-bedroom single occupancy suites accommodate four students. Several suites have special facilities for disabled students.

Each suite is equipped with a stove, refrigerator, dishwasher and microwave oven. Priority for single occupancy spaces is given to those individuals with at least one semester of university on-campus housing experience and to those students with junior class standing or above.

The community center offers recreational and academic services, as well as a lounge, game room and a coin-operated laundry facility. Barbecue grills, basketball and volleyball courts are also available for leisure and recreational activities.

The Housing and Residence Life Office also assists students in their search for off-campus housing by providing updated listings of local apartment complexes. Bulletin boards are available for posting cards by students seeking roommates or accommodations. Other listings highlight rooms for rent in private homes and rooms in exchange for work. Information is available on referrals for community housing agencies handling landlord/tenant law.

Residence hall space is available for summer session students and for educationally related groups sponsoring workshops and programs on campus. Contact the campus Housing and Residence Life Office for further information.

INTERNATIONAL EDUCATION AND EXCHANGE

University Hall 244
(714) 278-2787

California State University, Fullerton is a community of people from many nations and cultures. The Office of International Education and Exchange is dedicated to promoting the exchange of knowledge and experience within the multicultural campus community and with the world at large. The office provides information and assistance for all international students attending CSUF and for U.S. students planning to study abroad.

International Students

More than 1,500 students from nearly 90 countries study at CSUF as international students, and the staff of the Office of International Education and Exchange endeavors to provide them with the best possible academic and personal experience. The office provides visa eligibility documents, pre-arrival information, and orientation to newly admitted students. The door is always open for students to meet with an adviser to discuss academic concerns, cultural adjustment, immigration matters or just to chat.

Leadership development and community involvement are the focus of our student activities. The International Friendship Council provides home visits and cultural activities with local families.

Study, Work and Travel Abroad

A year or semester overseas can provide an invaluable educational experience. Cultural awareness, language skills and an in-depth knowledge of one's field from an international perspective are but a few of the many benefits of studying abroad. A well planned program offers career advantages with the increasingly multinational and multicultural organizations and communities of Southern California.

The California State University International Programs is an academic year program with centers in 17 countries. International Programs participants remain enrolled at CSUF, earn residential credit, and pay an International Programs participant fee and home campus fees. All personal expenses are the student's responsibility.

CSUF has established campus-based direct exchange programs with universities in many other overseas sites including France, Germany, Japan and Mexico. Application and admission requirements vary somewhat by country. No overseas tuition is charged; students pay regular CSUF campus fees, plus international transportation, living and related expenses. Semester and summer programs are available.

Detailed information on both the CSU International Programs and exchange programs may be found in the "International Programs" section of this catalog.

Information on International Programs, as well as a general library on study, work and travel abroad is available in the International Education Office or at www.fullerton.edu/international/studyabroad.

Intercultural Development Center

The Intercultural Development Center offers educational support programs and services for foreign-born students, particularly recent immigrants and refugees from Southeast Asia. Students are offered programs such as employment skills workshops, peer support groups, and traditional cultural celebrations. The center also provides information on service-learning and volunteer opportunities with community agencies serving recent immigrant populations in Orange County.

The Intercultural Development Center builds cross-cultural awareness in the campus community by serving as a resource center with published materials and presentations on diverse cultures. The center is well equipped to assist immigrant and refugee students with academic and personal problems.

STUDENT ACADEMIC SERVICES

University Hall 138
(714) 278-2484

The mission of Student Academic Services is to create an environment where all students have the opportunity to succeed. The services and activities the department administers to achieve its mission are all centered on student retention and graduation. Student Academic Services is committed to serving a diverse population and providing students with a rich educational experience.

The department coordinates the services of a number of student programs. These programs give particular attention to the educational needs of low-income and disadvantaged college students to ensure that they have services available to them to successfully complete their college education.

The following programs are administered by Student Academic Services.

Educational Opportunity Program

University Hall 231
(714) 278-2784

The Educational Opportunity Program (EOP) is charged with improving the access and retention of low-income and educationally disadvantaged students. EOP students have the potential to perform satisfactorily at CSUF,

but may be unable to realize this potential due to educational or economic barriers.

EOP provides admission and financial aid information to help students complete the admissions process. In addition, EOP students can make use of academic services such as tutoring, orientation sessions, basic skills workshops and counseling.

Intensive Learning Experience (ILE)
University Hall 133
(714) 278-7236

Intensive Learning Experience (ILE) serves students who score in the lowest quartile on the English Placement Test and/or the Entry Level Mathematics Examination. ILE strives to increase the retention of students by ensuring their timely enrollment in appropriate developmental math and English courses. The program also makes referrals to other services in Student Academic Services such as counseling and skills workshops.

MESA Engineering Program
Computer Science 201
(714) 278-3879

The MESA Engineering Program is an academic support program designed to recruit, retain and graduate students. MESA serves educationally disadvantaged students and emphasizes participation by students from groups with low eligibility rates for four-year colleges.

The program offers students assistance in the following areas: admission and matriculation, orientation courses, study center, tutoring, academic counseling, student organizations, and scholarships and incentive grants.

Student Diversity Program
University Hall 179
(714) 278-5897

The Student Diversity Program addresses the low retention and graduation rates of student athletes and other at-risk students by improving their use of campus academic support services and by enhancing their academic development and achievement through additional support services tailored to meet their individual needs.

The Student Diversity Program supports a network program for the at-risk student population. The program first provides guidance and retention services to diverse student populations by developing and implementing action plans and programs to address academic, social and cultural needs. Second, the Student Diversity Program maintains a complex early assessment and reporting system to enhance student academic and social interaction.

Student Retention Services
University Hall 143
(714) 278-2288

Student Retention Services provides a variety of educational support activities to students. Services include: academic advising, personal counseling referrals, basic skills workshops, individual and/or small group tutoring, career exploration workshops and orientation courses.

An essential mission of the office is to increase retention. All retention services are delivered to first- and second-year EOP students and to other students, such as those on academic probation or in jeopardy of disqualification.

Student Support Services
University Hall 179
(714) 278-5210

The Student Support Services program offers numerous services for college students to improve their academic performance. Through services such as instructional support, tutoring and mentoring, the program gives students the educational tools necessary to be successful at Cal State Fullerton.

Summer Bridge
University Hall 143
(714) 278-2784

This six-week summer residential program allows new students to become accustomed to living and working on campus. Instructional support is provided in English and reading. In addition, specialized workshops are offered to help improve listening and communication skills. The program provides a good opportunity for new students to establish a strong network of friends, and faculty and staff members whom the student can rely on for help during the academic year.

Testing Services
University Hall 229
(714) 278-3838

Testing Services provides information and registration materials for a number of testing programs and administers a variety of standardized tests to evaluate student learning and development. The tests include those required for admission, placement and graduation.

Information and registration materials on national group testing programs related to undergraduate and graduate school admissions and teacher certification are available in Testing Services for the following programs:

- American College Test (ACT)
- SAT Reasoning Test and SAT Subject Tests
- Test of English as a Foreign Language (TOEFL)
- Graduate Record Examination (GRE)
- Graduate Management Admission Test (GMAT)
- California Basic Educational Skills Test (CBEST)
- California Subject Examinations for Teachers (CSET)
- Professional Assessments for Beginning Teachers (PRAXIS)
- Reading Instruction Competence Assessment (RICA)
- Law School Admission Test (LSAT)
- Medical College Admission Test (MCAT)

Testing Services also administers group tests related to CSUF degree requirements. Information on the following is available in Testing Services:

- English Placement Test (EPT)
- Entry Level Mathematics (ELM)
- Examination in Writing Proficiency (EWP)
- Mathematics Qualifying Examination (MQE)

Testing Services also supports the counseling services available through the Career Center and classroom settings by administering a variety of career and psychological tests designed to help students gain a better understanding of themselves and of their academic goals and career interests. These inventories are administered individually and in classroom settings in response to counselor/instructor referrals. Results are returned to the counselors/instructors for interpretation.

STUDENT AFFAIRS RESEARCH CENTER

Langsdorf Hall 804
(714) 278- 3221

The Student Affairs Research Center provides leadership in the performance of quality research about students. The center is a resource for information about students and performs and supports secondary and primary research of all forms. Research proj-

ects include survey research, such as the annual campus climate assessment; qualitative research including focus groups, and secondary data analysis, such as records review and database analyses. The center provides consultation to all researchers on issues concerning survey research, instrument selection and project development.

STUDENT HEALTH AND COUNSELING CENTER

Student Health Services - West Building
(714) 278-2800

Enrolled students at Cal State Fullerton have basic medical care at the Student Health and Counseling Center (SHCC). The SHCC's excellent medical staff of physicians, nurse practitioners, registered nurses and other licensed medical professionals offer a wide range of care to help students stay well and get better quickly should they become ill or injured. Services include both basic and augmented services such as general medicine, physical therapy, orthopedics, immunizations, laboratory, x-ray,
pharmacy, nutrition counseling, and HIV/STD testing. All basic services are offered at no charge; however, augmented services have a small fee associated with them. Please see the SHCC website (www.fullerton/edu/SHCC) for further information, including basic and augmented services information.

The SHCC is accredited by the Accreditation Association for Ambulatory Health Care. Patient confidentiality is rigorously maintained, and the SHCC is HIPAA compliant. Stop by or cal l(714) 278-2813 to schedule an appointment.

UNIVERSITY LEARNING CENTER

McCarthy Hall 33
(714) 278-2738

The Learning Center supports the following university goals: 1) establish an environment where learning and the creation of knowledge are central to everything we do; 2) assess student learning collegially, and continually use the evidence to improve programs; 3) integrate advances in information technologies into learning environments; 4) create opportunities in and out of the classroom for collaborative activities for students, faculty and staff; 5) ensure that students of varying age, ethnicity, culture, academic experience and economic circumstances are well served; 6) facilitate a timely graduation through class availability and effective retention measures.

To accomplish these goals, the Learning Center provides a wide variety of services to students; promotes collaborative efforts among students, faculty and staff; and supports the academic enterprise, ensuring that every student will have the opportunity to succeed. In addition, the center provides a safe, user-friendly interactive environment that encourages the creation of many communities of learners.

In the center, collaborative learning groups provide support for general education and major classes, which involves small-group study led by a student who attends the class with the group and works closely with the professor. Study skills, such as time management, test-taking strategies, and note taking are included as part of the group's activities. In addition, the center houses a computer-learning lab that provides access to the Internet. Both MacIntosh and PC terminals are available for student use.

WOMEN'S CENTER/ADULT REENTRY

University Hall 205
(714) 278-3928

The Women's Center's primary objective is to foster a greater awareness of women's issues. Its goal is to promote gender equity through improved communication between women and men. It is open to all interested students. The center's hours are from 8 a.m. to 5 p.m. Monday through Friday. Evening appointments are always available.

The Women's Center is a place for all students – women and men. It is an excellent place for students to receive support, information and resources to help them explore issues of gender equity, as well as contemporary gender issues.

Programs and services include individual counseling, speakers, skill-building workshops, developmental groups, resource information and referrals. Cultural diversity and what that means for women of color is of special concern to the Women's Center. African-American women, Asian women and Latinas will find groups and books specific to the concerns of each of these populations. The Women's Cultural Resource Center, part of the Women's Center, provides excellent internship opportunities for students.

The Women's Center has developed a community education program to decrease violence against women. The program focuses on training and internships for students who seek to work in the area of domestic violence prevention. Education on the sociology and prevention of date rape, stalking, sexual harassment and sexual assault are also available.

The Adult Reentry Center serves adults who, after a break in their education, are considering beginning or continuing their college education. The center provides support and guidance for currently enrolled reentry students and others whose needs differ from those of the traditional university student. The center also provides information and assistance with university application and registration procedures, as well as personal, academic and career counseling. Special programs, groups, workshops, films and discussions that focus on the special needs of reentry students are presented each semester. Evening hours are always available.

Student Life



DEAN OF STUDENTS OFFICE
Titan Student Union 235
(714) 278-3211

ASSOCIATED STUDENTS, CSUF, INC. OFFICE
Titan Student Union 207
(714) 278-3295

INTRODUCTION

An active campus life provides educational opportunities outside of the classroom at California State University, Fullerton. Students can take full advantage of the many activities, programs and seminars offered as part of a well-developed co-curriculum on campus. Students not only attend events but also participate in the planning and implementation of a full slate of activities held throughout the year.

DEAN OF STUDENTS OFFICE

The Dean of Students Office creates learning environments in which students may explore their intellectual, emotional, social, ethical and identity development with the support of professional staff resources. Students are empowered to embrace all of the learning opportunities at the university as they become responsible community members through program planning, leadership opportunities, and development and enforcement of community standards. Students are challenged and also supported as they participate and learn. Programs and support services are provided to student organizations, student leaders, new students, and other members of the campus. In turn, students then provide programs and services to the study body, the broader CSUF community, and the local area through community service and serving-learning activities. We want students to graduate having developed character, civility towards others, sensitivity to community needs, and an improved ability to contribute to society as a result of their participation. The Deans of Students Office is also a key point of contact for students with concerns, parents with questions and community members.

JUDICIAL AFFAIRS

Titan Student Union 235
(714) 278-3211

Students are expected to conduct themselves as mature members of the campus community. The Judicial Affairs officer conducts educational workshops that promote and educate students about campus expectations. This office is responsible for coordination of the established judicial procedures if accepted university standards have been compromised and is also a contact point for academic appeals. Additional information on Academic Appeals can be found in the Student Affairs section of this catalog.

LEADERSHIP AND MULTICULTURAL DEVELOPMENT PROGRAMS

Greek Life
Titan Student Union 235
(714) 278-3211

Greek letter fraternities and sororities with national affiliations are active at Cal State Fullerton. With a choice of seven fraternities and six sororities, students can find a group to join that will match their involvement goals. Additionally, there are Asian, Latino and African-American-focused fraternities and sororities in which students can also participate. Recruitment information is available at the Dean of Students Office.

Multicultural Leadership Center
Titan Student Union 234
(714) 278-7633

The Multicultural Leadership Center seeks to create learning environments that enhance the multicultural experience on campus. The center provides three primary services: multicultural resources, including a library and calendar of events; multicultural programs, including cultural and ethnic student organization advisement, special event coordination, and cultural graduation recognition ceremonies coordination; and leadership and diversity training for all students.

Student Leadership Institute
Titan Student Union 235
(714) 278-5999

The Student Leadership Institute is a nationally recognized program that offers non-credit workshops for CSUF students on leadership development topics. The program is for all students who are interested in improving their leadership skills and in getting involved on campus. The Student Leadership Institute offers five certificate programs: University Leadership, Peer Education, EMBRACE (Educating Myself for Better Racial Awareness and Cultural Enrichment), Public Service and Non-Profit Leadership, and Career Leadership.

NEW STUDENT PROGRAMS

Student Information and Referral Center
University Hall 178
(714) 278-2501

The Student Information and Referral Center (SIRC) is a place where new and continuing students can get questions answered and learn about services and programs on campus designed for student success at Cal State Fullerton. SIRC provides general campus information, campus involvement information, on-campus student organization information and highlights evening programs and services. In addition, SIRC is the home of New Student Programs, which assists new students in making a successful transition to the university. SIRC is open Monday through Thursday 8 a.m. to 7:30 p.m. and Fridays 8 a.m. to 5 p.m.

New Student Orientation

All first-time freshmen are required to attend New Student Orientation, where their mandatory advisement requirement is fulfilled. New Student Orientations are strongly recommended for all transfer students.

New Student Orientation provides new freshman and transfer students and their family members with an introduction to the opportunities for learning at CSUF both in and out of the classroom. A strong emphasis is placed on general education and getting registered for classes in the first semester. The programs also provide a place to meet people, get an overview of the campus and discover the traditions of CSUF.

Titan Week of Welcome (WOW)

Titan Week of Welcome is an opportunity to join with others in the CSUF community to welcome new students and kick off the new academic year. Titan Week of Welcome is held during the first weeks of the fall and spring semesters. Events and programs offered during WOW range from academic open houses to the popular Discoverfest, an activities and involvement fair held in the Quad.

New Student Information Center
Langsdorf Hall 112
(714) 278-3120

The New Student Information Center offers new and continuing students general information about campus events and services, directions and campus hours. Students and visitors are able to pick up applications for admissions, information about on-and-off-campus housing, student handbooks and general information about the various services on campus.

Campus Tours

Call the New Student Information Center to schedule a tour of the campus. Tours are offered daily: Monday, Wednesday and Friday at 10 a.m. and Tuesday, Thursday and Friday at 3 p.m. Group tours for 15 or more people should be scheduled a minimum of two weeks in advance of desired tour date and time. Tours last 60 to 90 minutes.

Freshman Programs

Staff members in New Student Programs work closely with Academic Affairs in producing a variety of freshman programs such as Fullerton First Year, Live 'n' Learn, COMPASS and more, all designed to assist first-year students in making the transition to college as productively as possible.

Ask the Titans

Ask the Titans is a Web-based information service designed to answer any question a student may have. Log on to www.fullerton.edu/deanofstudents/ask, and fill out the question form. Your question will be answered within 48 hours.

STUDENT LIFE

Student Organization Resource Center
Titan Student Union 247
(714) 278-7622

Students who want to meet and get to know others who are interested in similar types of co-curricular activities can join one of the 210 active student clubs and organizations on campus. The Student Organization Resource Center provides information about club meeting times, dates and locations. Categories of clubs include academic, honor, cultural, professional, religious and recreational. Academic and professional organizations are either closely affiliated with academic areas at Cal State Fullerton and/or have national professional affiliation. These groups offer students a chance to network with faculty and community members who have similar career interests. The Student Organization Resource Center also provides programs and services to student leaders responsible for coordinating student organizations and to club advisers. Services include organization registration, mailboxes, room reservations, and event planning advice and resources.

Volunteer and Service Center
Titan Student Union 2
(714) 278-7623

The Volunteer and Service Center connects students with volunteer opportunities. The center provides quality service to the surrounding community while broadening the knowledge and experience of the servers as responsible and active members in a democratic society.

The Volunteer and Service Center provides a wide range of community service projects that are student-run and dedicated to issues such as tutoring and mentoring, college prep and hunger and homelessness. Additionally, students can use the center to identify service-learning courses. Community service programs provide a variety of experiences, including volunteer work, internships, academic credit projects, and some compensated experiences. The center will help place students in both on-campus and off-campus agencies.

ASSOCIATED STUDENTS, CSUF, INC.

Titan Student Union 207
(714) 278-3295

Associated Students, CSUF, Inc. (ASI) is a campus involvement connection at Cal State Fullerton. ASI offers a variety of learning experiences through its government, programs and services. Many campus special events are the product of student efforts to bring students new educational opportunities, teach them about the campus, and provide a friendly, social atmosphere at CSUF.

ASI is a non-profit corporation supported by the activity fee students pay through registration each semester. By paying this fee, students are automatically a member of ASI. The purpose of the corporation is to provide academic and co-curricular programs and services for students. When students are involved in ASI, they are a part of an energetic, productive group learning valuable organization and communication skills that can augment their personal and professional growth. Find out more at www.asi.fullerton.edu.

ASI Government

The ASI government controls the actions of the corporation; it is a powerful, active organization that has a need for students with all types of talents and skills. To apply for a position or find out more about student government, visit the ASI government office in the Titan Student Union.

ASI President and Executive Vice President

The ASI president and executive vice president are chosen through student elections each spring and manage the corporation, its employees and volunteers. These officers represent students' needs and interests to CSUF's faculty and administration, and to the surrounding community, and participate in several university committees. Along with the executive staff, the president and executive vice president submit recommendations to the ASI Board of Directors on the corporation's annual budget of more than $4.3 million.

ASI Executive Staff

The executive staff works with the president and executive vice president to direct the programs and operation of the corporation. All executive staff members are appointed by the ASI president. Students may apply for these positions in the ASI government office.

The ASI vice president for finance coordinates the budget process. The director for administration recruits students for presidential appointments and implements special projects. The director of statewide affairs is the CSUF representative to the California State Student Association. This statewide organization influences decisions about education, fee schedules and related topics. The public relations director is responsible for marketing the corporation and communicating with the campus community. Student volunteers are assigned specific duties according to the needs of the corporation.

ASI Board of Directors

The ASI Board of Directors is composed of two representatives from each college who are elected to serve one-year terms. The ASI president, executive vice president, executive staff members, executive director, one faculty council representative, and one appointee of the university president also sit on the board. Directors also sit on various board subcommittees and other university committees.

These directors represent the student body and work with the executive staff to implement programs that fulfill students' academic and co-curricular needs. They deal with issues regarding the business and affairs of the corporation, including approving budgets and appointments, authorizing business contracts, and issuing policy statements for administrative purposes.

The weekly meetings of the ASI Board of Directors are held in the Legislative Chambers in the Titan Student Union. All students are welcome to attend. Board seats are open to all qualifying students. Election applications are available at the midpoint of each semester in the ASI government office in the Titan Student Union.

ASI Productions

Titan Student Union 268
(714) 278-3501

ASI Productions provides the university community with a variety of entertainment events through its major weekly series: Monday Noontime Karaoke in the Pub, Tuesday Noontime Open Mic Acoustical Music in the Pub, Wednesday Noontime Concerts in Becker Amphitheater, Pub Shows in the Titan Student Union's Underground and Thursday Night at the Movies at Titan Theater in the Titan Student Union. Musical acts in the Amphitheater and the Pub encompass a range of genres including rock, ska, jazz, pop, Latin/salsa and country. Films shown include both recent releases, as well as classics. Additionally, ASI Productions Union and Special Programming programs a variety of smaller eclectic acts and larger participatory events on campus. The series are normally free to all Cal State Fullerton community members. If you are interested in finding out more about ASI Productions or becoming a part of the ASI Productions staff, please contact the administrative director at (714) 278-3501.

Association for Intercultural Awareness (AICA)

Titan Student Union 261
(714) 278-2914

AICA exists to enhance the university experience of Cal State Fullerton students by raising the awareness of and by celebrating the multicultural student population of Cal State Fullerton. Member organizations desire to promote understanding, tolerance and celebration of these many cultures. As a funding council of Associated Students, CSUF, Inc., AICA is responsible for the channeling of ASI funds to member organizations to provide the campus with multicultural programming. As a programming body, AICA sponsors monthly Intercultural Symposia and the yearly AICA week to increase dialogue and discussion about cultural issues on campus. For more information about AICA or to inquire about membership, please contact the chair at (714) 278-2914.

Camp Titan

Titan Student Union 269
(714) 278-3036

Founded in 1969 as the philanthropy of Cal State Fullerton students, Camp Titan provides 150 underprivileged Orange County children with a free summer camp experience each June. The tradition continues with 50 Cal State Fullerton students volunteering over 220 hours of their time to make the camp possible by serving as program staff and counselors. The goal of the camp is to teach children to raise self-esteem, heighten social skills and confidence, build a respect for nature and develop new friendships.

The camp is sponsored and managed by Associated Students, CSUF, Inc. For more information or to become part of Camp Titan, please contact the camp director at (714) 278-3036.

InterClub Councils
Titan Student Union 269
(714) 278-7736

The InterClub Councils serve as a funding council for student organizations connected to academic programs and majors. InterClub Councils are responsible for the channeling of ASI funds to member organizations to provide the campus with a variety of co-curricular activities including speakers, symposia, publications and the like. For more information, contact the assistant dean of the respective college.

Children's Center
Children's Center
(714) 278-2961

The Children's Center is sponsored and funded by Associated Students, CSUF, Inc. For a nominal fee, children aged 3 months through 5 years whose parents are CSUF students, staff or faculty members can benefit from the services of the center. Trained preschool teachers offer a comprehensive curriculum that covers learning skills in several areas of education.

Legal Information and Referral
Annex Office on Campus,
Titan Student Union 258
(714) 278-5850 or (714) 870-5757

Associated Students, CSUF, Inc. contracts with the College Legal Clinic, a Fullerton-based corporation, to provide information on legal procedures and initial consultation on all types of legal matters. If desired, students are referred to Orange County attorneys for reduced fee services. A 24-hour hot line is maintained by the College Legal Clinic.

Titan Student Union

The Titan Student Union is located on the northwest corner of campus and provides areas for club and organizational meetings, recreation, relaxation, food service and study. Each semester a portion of student fees helps support the services available.

Titan Student Union Governing Board

The Titan Student Union Governing Board establishes operating policies for the Titan Student Union. Board members include students, faculty, an alumni representative, administrative representatives and an appointee of the university president. Additionally, the board also evaluates the programs and services of the Titan Student Union, as well as space allocation and budgetary matters.

Board members are involved in several committees. Among them are: the Food Services Committee, Policy Committee, Space Allocation Committee, Art Acquisition Committee, and the Long-Term Planning Committee. Any student may apply for a board position.

Information and Services

TSU Information and Services has the answer to most questions about CSUF. It's the place to purchase tickets for area theme parks, campus events and local movie theaters; receive vending machine refunds; retrieve lost belongings from "lost and found"; and obtain general campus information.

University Conference Center

This office provides meeting/event facilities and related services in the Titan Student Union for student groups, faculty/staff groups, and for the surrounding community. While specific room rental rates vary, some facilities are frequently available at no charge to CSUF-chartered student organizations.

Amphitheatre

The Becker Amphitheatre was built by Associated Students, CSUF, Inc. in conjunction with the Titan Student Union. The amphitheatre, located just southeast of the Titan Student Union, is used for noontime concerts, theatre productions and other live entertainment.

Center Gallery

The Center Gallery offers displays of student, graduate and faculty artwork. Exhibits usually feature the work of a single artist and are shown for three weeks. All exhibits are chosen by a student art gallery coordinator.

Graphic Services

Titan Student Union Graphic Services develops quality flyers, brochures, logos, letterheads and posters. Services include illustration, layout design, paste-up and desktop publishing.

Mainframe Computer Lounge

Aside from the study lounges, this is one of the most popular services offered by the Titan Student Union. Here, students can use personal computers to give their assignments that professional look.

The area also features soft chairs, bright lights for reading, and a counter full of magazines. The Mainframe Lounge has a wide selection of the latest music CDs including rock, alternative, jazz, classical and country-western music. Headsets are available for personal listening.

Round Table Pizza Pub, Food Court, Garden Cafe

The Pub's congenial atmosphere offers a place to relax and sells soft drinks, beer and wine, and Round Table Pizza. Major sporting events are shown on the Pub's televisions, and music is played continuously. The Pub is located on the Titan Student Union's lower level.

The Food Court is located on the main level of the Titan Student Union and features a variety of food offerings including national and regional chains such as Togo's, Krispy Kreme Doughnuts and Juice It Up!. Visitors also enjoy fast, healthy and diverse food selections from Mexican to Asian, and sandwiches to grill selections.

The Garden Cafe is located on the lower plaza of the Titan Student Union and offers a unique cafe menu in a pleasant outdoor garden setting.

Games and Recreation

It's mostly fun 'n' games on the lower level of the Titan Student Union. The recreation area offers a place for diversions that include a lounge with a large screen television, a billiard room, video and pinball games, locker rentals, small table games and the Titan Bowl. The CSUF community is invited to participate in the various bowling leagues and tournaments sponsored each semester.

Titan Theatre and Pavilion

The Titan Theatre and Pavilion are available to clubs and organizations for meetings, conference lectures, and other presentations. It can be reserved through the University Conference Center office.

Rec Sports
Physical Education 121
(714) 278-3978

Believing that recreation and leisure pursuits are an integral part of one's total educational experience and achievement, Rec Sports, a program of the Titan Student Union, strives to provide all students with an opportunity to use their leisure time wisely in order to attain the highest degree of physical reward and mental relaxation.

The benefits of the recreation program are numerous, and it has been proven time and again, that those who maintain good health and physical fitness, perform better in all aspects of life. These programs are free to all students.

Fitness Facilities

A program of unstructured recreational activities is available to all CSUF students. By presenting a valid photo ID card, students can participate in the supervised use of numerous facilities including the racquetball and tennis courts, swimming complex, gymnasium and fitness lab. These facilities are open seven days a week.

Intramural Sports

The Intramural Sports Program is a student-funded, recreational-based program of competitive leagues and tournaments. The program is accessible to all CSUF students, faculty and staff. Students have an active participative voice in all operations of the program through student assistants, as well as the intramural representatives who sit on the Intramural Sports Council. Activities such as flag football, ultimate frisbee, bowling, basketball, softball, and volleyball are scheduled at various times and days to accommodate individual schedules.

Sports Clubs

The Sports Clubs program at Cal State Fullerton is designed for individuals and organizations with similar athletic and/or recreational interests who wish to compete against other teams outside the university. They meet on a regular basis to teach and develop skills, and to promote the sport or activity. While competing in leagues and tournaments with other colleges, universities and local clubs, they are representatives of California State University, Fullerton. All competitions are on a non-varsity (Non-NCAA) level. Typical clubs include rugby, bowling, and surfing.

Intercollegiate Athletics

CONFERENCE MEMBERSHIPS

National Collegiate Athletic Association (NCAA) Division I

Big West Conference

The rise of academic prestige at California State University, Fullerton has grown alongside the development of one of the nation's impressive young athletics departments. The intercollegiate athletics department provides student-athletes the opportunity to compete against the country's finest competition, as well as providing a top-notch education. In an effort to ensure academic development, the university provides counseling systems designed specifically for student-athletes. Those services include academic advisement, guidance counseling and daily study halls.

CSUF also has made a commitment to provide facilities that enable fans and athletes alike to enjoy first-rate competition. The long-awaited Sports Complex gives Fullerton fans a much-needed home multipurpose and soccer stadium. The complex provides a 10,000-seat stadium plus upgraded baseball facilities that seat more than 4,000. Also included are two lighted softball diamonds and a lighted track that enable fans to enjoy the university's many night events. Titan Gymnasium already enjoys tremendous popularity among the local community, with more than 4,000 fans able to attend home basketball (men's and women's), wrestling, women's gymnastics and women's volleyball events. An outdoor swimming complex, racquetball courts, weight-training facilities, a high-level gymnastics practice facility, plus facilities for wrestling and fencing make the Fullerton athletics complex a step above.

MEN'S INTERCOLLEGIATE ATHLETICS

Baseball

Few NCAA Division I baseball programs have enjoyed the degree of success that the Titans have had over the past 30 years. During that time, the Titans have won 20 conference championships, 13 regional championships and four national championships. Major League stars Tim Wallach (Los Angeles Dodgers), Phil Nevin (San Diego Padres) and Mark Kotsay (Oakland A's) have developed at Fullerton. In total, there have been 39 CSUF baseball products competing in the major leagues. Additionally, the Titans boasted two 1996 Olympic team members in Kotsay and Brian Loyd. Year in and year out, the Titans compete against the nation's finest programs and always come out winners.

Basketball

The development of Fullerton basketball has been one of college sports' finest Cinderella stories. Often in contention for the Big West Championship, the program has produced more than half a dozen professional prospects, including current NBA player Bruce Bowen. The Titans made a pair of NIT appearances, to go with a trip to the NCAA Final Eight in 1978. 1984 Olympic Team point guard Leon Wood is one of many fine athletes who have helped develop the Titans into a program that will continue to grow. The university's commitment to basketball ensures success in the years to come.

Cross Country

Men's cross country is making positive strides. The program competes in the very competitive Big West Conference, which is perennially in the spotlight of national attention. The campus and outlying community offer a beautiful setting, which enables the sport to set new standards among local and national universities.

DEPARTMENT OFFICE

Titan House
(714) 278-2777

DIRECTOR OF ATHLETICS

Brian Quinn

SENIOR ASSOCIATE DIRECTOR OF ATHLETICS

Allison Rich

ASSISTANT DIRECTOR OF ATHLETICS, COMPLIANCE

June Kearney

ACTING DIRECTOR OF ATHLETICS/ ACADEMIC SERVICES

Karyn Magno

ASSOCIATE DIRECTOR OF ATHLETICS, MEDIA REALTIONS

Mel Franks

COACHES

Baseball
George Horton

Basketball
Bob Burton (Men)
Dr. Maryalyce Jeremiah (Women)

Cross Country/Track (Men/Women)
John Elders

Fencing (Men/Women)
Heizaburo Okawa

Gymnastics (Women)
Julie Knight-Bowse

Soccer
Al Mistri (Men)
Ali Khosroshahin (Women)

Softball
Michelle Gromacki

Tennis (Women)
Bill Reynolds

Volleyball (Women)
Carolyn Zimmerman

Wrestling
Dan Hicks

ATHLETIC ACADEMIC SERVICES

Soccer

Soccer is another of Fullerton's many sports where strong coaching has turned the program into a West Coast power. Al Mistri developed one of Southern California's finest soccer programs at Damien High School in LaVerne before taking over here. Through hard work and support from a summer soccer camp, Coach Mistri has turned Titan soccer into one of the NCAA's most competitive men's squads. Fullerton shared the conference championship in 1986 and 1992 and placed third in the nation in 1993 and fifth in 1994. The Titans have upset the nation's No. 1 ranked team five times (in 10 attempts) during Mistri's 24-year tenure.

Fencing

One of the West Coast's few Division I fencing programs gives prospective athletes a chance to train in a traditional, unique sport. The team has enjoyed a great deal of success over the past few years competing against other universities in sabre, foil and epee. The Titans annually place at the NCAA Championships.

Track

Reinstated for the 1989 season, a spring outdoor track program provides a complement to the fall cross country schedule and should attract greater numbers of athletes. A new running track is part of the Sports Complex and has accelerated the growth of a program that was one of the mainstays of Fullerton's athletics department in the early 1970s.

Wrestling

Another sport that few West Coast schools support is prospering in Orange County as CSUF proves that hard work and strong coaching can bring success. Prospective athletes will find an atmosphere that is unparalleled among California universities. Top-notch competition and an All-American environment are two reasons why Fullerton wrestling is so successful. The Titans compete in the rugged Pac-10 conference and typically send multiple qualifiers to the NCAA championships.

WOMEN'S INTERCOLLEGIATE ATHLETICS

Basketball

The rise in popularity of women's basketball has its foundations tied to the success of Fullerton women's basketball teams. Under former Coach Billie Moore, the Titans won one of the very first national championships given out in the sport. Two of women's basketball's greatest names have risen from Fullerton – 1976 Olympian Nancy Dunkle and 1991 All-American Genia Miller, more recently Genia Miller Rycraw of the Los Angeles Sparks.

Fencing

One of the West Coast's few Division I fencing programs gives prospective athletes a chance to train in a traditional, unique sport. The team has enjoyed a great deal of success over the past few years competing against other universities.

Gymnastics

The consistent efforts of the women's gymnastics squad have made them a top-20 national power for virtually all of 25 seasons. No other school in the nation has produced more All-Americans or finished in the top three for more years than the Titans. Potential scholar-athletes receive an opportunity to compete and win year-round.

Soccer

This popular and growing sport for women was added in 1993, and Head Coach Ali Khosroshahin has goals for success matching the men's squad. He won the Big West Conference Championship in his first season (2001). In a few short seasons, the program has established a winning overall record. All-American Dolores Browning finished the 1995 season as the nation's No. 3 scorer.

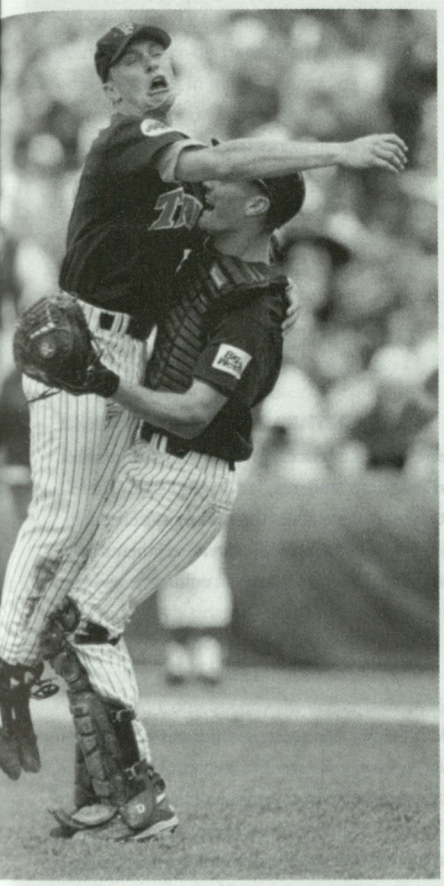
Softball

The sport of softball continues to set new standards of excellence on the local and national levels. Always a contender for the NCAA title, the Titans captured their first championship in 1986. Former Coach Judi Garman brought the university countless All-Americans, including former Broderick Award winners Kathy Van Wyk, Susan Lefebvre and Connie Clark. Head Coach Michelle Gromacki expects to continue the winning ways, and she won Big West Conference championships her first four seasons (2000-03). A two-diamond, on-campus facility enables an even greater audience to enjoy one of the nation's most successful teams face off against other national powers.

Cross Country

The rebirth of a spring track schedule has been a boon to cross-country, as athletes in the distance races can now train on a competitive level year-round. Heather Killeen became the Titans' first Division I cross-country All-American in 1994 and then won three events at the 1995 Big West Conference Track Championships. She was one of 10 finalists for 1995 NCAA Woman of the Year.





Tennis

One of the university's many programs on the rise, Fullerton can take advantage of the beautiful climate of Orange County to attract the area's top tennis players. The Titans placed two athletes on the ITA Scholar Athlete All-America Team in 1996, Jennifer Canfield and Kara Kolb. The redevelopment of the tennis facilities in the Sports Complex makes Titan tennis a program that is bound to remain competitive in the Big West.

Track – Indoor and Outdoor

Steady improvement and a growing coaching staff have combined to fuel optimism that the Titans will become a competitive force in the Big West Conference. A new running facility and the advancements made in distance running by the cross country team, combined with the climate in Southern California, should ensure Fullerton of a solid track program.

Volleyball

Titan volleyball is proving to be a program to watch. Recent success, combined with the obvious attraction of competing against NCAA Championship contenders who are members of the Big West, the nation's strongest volleyball conference, make volleyball an exciting attraction. The acquisition of future athletes plus the development of budding stars should create an environment that will enhance the program's success.

ATHLETIC ACADEMIC SERVICES

(714) 278-3057

As an integral part of the CSUF student advising system, the assistant director of athletics, academics and the Office of Athletic Academic Services provides advisement for student-athletes and referrals to campus academic support units, and conducts programs that are designed to assist student-athletes in meeting their academic goals.

Resources



RESOURCES

African American Resource Center
Anthropology Museum
Art Gallery
Center for Oral and Public History
Chicano Resource Center
Daily Titan
Dining and Vending Services
Fullerton Arboretum
Grand Central Art Center
Herbarium
Mathematics Tutoring Center
Modern Language Laboratory
Opportunity Center for Science and Mathematics Students
Reading Center
Speech, Language and Hearing Clinic
Theatre and Dance Department Productions
Titan Communications
Titan Shops
Undergraduate Reading Lab
Writing Center

AFRICAN AMERICAN RESOURCE CENTER

Humanities 222
(714) 278-3230

The African American Resource Center provides resources, services, programs and events that focus on the total integration and success of African American students, faculty and staff. The center was originally established in 2005. The AARC also complements the university's efforts in building a sense of community. It serves as a tool for empowerment of the diverse segments of the university population through increased accessibility to scholarly research, cultural awareness/education, and collaborative activities.

ANTHROPOLOGY MUSEUM

McCarthy Hall 424

The Museum of Anthropology is an educational and research resource for the university and the community. It houses, sponsors and conducts a variety of activities as part of the CSUF Anthropology program, from lecture series to exhibits. Archaeological exhibits in the museum have included artifacts from California, the Middle East, Mesoamerica, the Southwest and Oceania, but the museum sponsors exhibits that explore all aspects of anthropology, not just archaeology.

ART GALLERY

Since 1963 the Art Gallery at California State University, Fullerton has presented exhibitions and produced corresponding publications that have made substantive scholarly contributions to the field of visual culture. The Art Gallery fosters cross-disciplinary interaction and study, and its exhibitions function as instructional tools that inspire and challenge students and faculty. The highly publicized gallery projects represent the most visible and direct bridge between the Art Department and the general community.

In 1970, the Art Gallery moved to its current and permanent location in the Visual Arts Department. In subsequent years, the gallery has earned international recognition for its Museum Studies and Exhibition Design graduate program that provides students with practical and conceptual experience.

CENTER FOR ORAL AND PUBLIC HISTORY

Pollak Library-South, Room 363
(714) 278-3580

The Center for Oral and Public History was established in 2002 and takes the place of the Oral History Program, which originated in 1968. The center inherits the Oral History Program's diverse 3,500 audio and video interviews relating largely to Orange County, Southern California, and the western United States. Tapes and/or transcriptions of these interviews are available for student or community use through the center's office in Pollak Library-South, Room 363, Monday through Friday. An online catalog is being developed for accessing the center's holdings. Oral history workshops are provided by the center, which offers oral history classes through the History Department, Asian American Studies Program, and Ruby Gerontology Center.

As part of its extended mission, the Center for Oral and Public History connects the university with broader audiences by promoting historical skills and services related to editing, archives and record management, family/community studies, historic preservation, documentary film production, policy analysis, heritage tourism and high-technology media. An important function of

the center is to advise interested students on courses and majors to develop their knowledge and skills in public history.

In addition, the Center for Oral and Public History undertakes extensive grant and contract work through its research associates, sponsors a publication program and coordinates transcribing and binding/embossing services. The operation of the center is under the auspices of the History Department, with funding support from the College of Humanities and Social Sciences.

CHICANO RESOURCE CENTER

Pollak Library-South 170A and 171
(714) 278-2537

The Chicano Resource Center provides support for the academic, research and cultural interests of students, faculty and staff. The center was originally established in 1972 as a specially funded project to develop the university's collection on Mexico and the Southwest. Consequently the center is dedicated to building a complete collection of materials related to the Chicano experience.

The Chicano Resource Center is a great place to identify and locate resources on the history, culture and contemporary issues of Chicanos in the United States. The vast majority of materials, especially books and periodicals, are dispersed throughout Pollak Library and are made available for study and research through library-wide retrieval mechanisms. The center also provides support to the Department of Chicana and Chicano Studies and related disciplines in developing specialized resources for study and research. The center further enhances existing university support services to ensure the recruitment, matriculation and retention of Chicano/Latino students at the university.

DAILY TITAN

Cal State Fullerton's *Daily Titan* is recognized as one of the best college newspapers in the United States. In recent years, the Titan and its reporters, editors and designers have won hundreds of regional and national awards.

The online edition of the *Daily Titan* was selected the best in the nation in the 1998 Associated College Press competition. The print edition was a Gold Medalist in 2004 from the Columbia Scholastic Press Association.

The *Daily Titan* is published every Monday through Thursday throughout the academic year. It is produced, written and edited entirely by Cal State Fullerton students. Video news reports for the *Titan's* website and all photographs are produced by CSUF students.

The *Daily Titan* has a daily readership of more than 22,000. It is distributed at more than 40 locations on campus, as well as in news racks near the university and at the El Toro Campus.

Work on the *Daily Titan* provides intensive experience in news writing, copy editing, page layout, and the myriad other functions necessary to produce a modern daily newspaper and website.

DINING AND VENDING SERVICES

California State University Fullerton, Foundation Dining Services provides a large selection of dining options.

The Titan Student Union Food Court features Togo's sandwiches and salads, Titan Grill, Green Burrito, Busy Bee Asian Foods, Round Table Pizza Pronto!, Juice It Up!, Krispy Kreme Doughnuts, and Starbucks Coffee and Bakery, in addition to Rock'N'Roll Pasta and Round Table Pizza and Pub located in the Titan Student Union Underground.

Titan Coffee, located on the second floor of Titan Shops Bookstore, features Starbucks coffee and bakery items.

Carl's Jr. Restaurant is located on the east side of campus, along with Langsdorf Hall Express, which specializes in Healthy Choice sandwiches, wraps, soups, salads and Starbucks coffee and bakery items and daily specials.

Nutwood Café is located south of Nutwood Ave. on the first floor of the College Park Building. Nutwood Café features Starbucks coffee and bakery items, hot breakfast items, sandwiches, soups, salads and daily specials.

One of our newest food services is El Toro Café located on the El Toro Campus, about 19 miles from the Cal State Fullerton Campus. El Toro Café features Starbucks coffee and bakery items, assorted sandwiches and salads, as well as several grab-n-go convenience meals.

We also offer a wide variety of carts featuring gourmet pretzels, hot dogs, churros, Kettle Master's popcorn, Tastea Beverages and Juice It Up!. Our vending services also include pay phones throughout the campus and laundry machines in our Residence Halls. In addition to these venues, we offer a large variety of Pepsi, snack and coffee machines throughout the Fullerton and El Toro campuses.

Our Catering Program offers an extensive selection of prepared menu items for breakfast meetings, business luncheons, receptions and formal dinners to wedding receptions. Additionally, we provide food and beverage concessions at all university-related sporting events, concerts, etc. For additional information, visit us at our food service website: www.csuf-food.com or our catering website www.csuf-catering.com

If you would like to discuss your event or have any questions, please call us at (714) 278-7293 or (714) 278-4124.

FULLERTON ARBORETUM

The Fullerton Arboretum, a 26-acre botanical garden, is located on the northeast corner of campus. The gardens contain plants from around the world. Many are grouped according to their moisture requirements. Others form special collections such as conifers, palms, rare fruits and California natives. Special plant displays help visitors select materials for their own landscaping.

The recirculating waterfall, streams and ponds are a focal point for migratory waterfowl and visitors from the university and surrounding communities. The Arboretum is an island of serenity in an increasingly metropolitan environment.

The Arboretum also offers opportunities to study local history and culture. Heritage House, nestled in the garden, is the restored residence and medical office of Dr. George C. Clark, an Orange County pioneer physician. The Clark home was built in 1894 and exemplifies the Eastlake Victorian style of architecture. The house is listed in the National Register of Historic Places and the Inventory of California Historic Sites. It is also an Orange County Historic Site. It is open to the public on weekends and weekdays by reservation. Trained docents discuss period furnishings and memorabilia.

The CSUF Associated Students, Inc. (ASI) helped to initiate the Fullerton Arboretum by contributing $10,000 in 1971. Since then, ASI has contributed support monies each year to hire students to help in the maintenance and operation of the Arboretum.

The Friends of Fullerton Arboretum, a volunteer support group, also supplies operating monies, manages the gift and garden shop, propagates plants for plant sales and provides countless hours of volunteer effort on behalf of the Arboretum.

The Fullerton Arboretum is open 8 a.m. to 4:45 p.m., seven days a week. The Arboretum is closed on Thanksgiving, Christmas and New Year's Day.

GRAND CENTRAL ART CENTER

125 N. Broadway
Santa Ana
(714) 567-7234

The City of Santa Ana and Cal State Fullerton formed an innovative alliance in 1993 to create the university's Grand Central Art Center, located in downtown Santa Ana in the heart of the Artists Village. The center, which opened in spring 1999, is housed in a block-long, 45,000-square-foot facility. The $7.5 million renovation of the historic 1924 building was a joint venture designed to bring together art, education and the community.

The Grand Central Art Center provides a setting for graduate art majors to live, learn and work in an artists' community. In addition to studio and living space for students, the art center houses classrooms, galleries and exhibition spaces, a black-box theater, plus a print-making studio, gallery gift shop, and café and reading room. The center's 83-seat black-box theater presents lectures, film series, panel discussions and productions by the university's award-winning Theatre Department. In addition, the International Artist-in-Residence Program provides the opportunity for professional artists from around the world to live and work at the center while working directly with CSUF graduate students and the community.

HERBARIUM

The Fay A. MacFadden Herbarium is named after Fay A. MacFadden, who sold her extensive collection of plants to the university just prior to her death in 1964. The collection now includes more than 25,000 vascular plants, about 12,000 bryophytes and nearly 800 lichen specimens. The plants are used as research and teaching tools.

MATHEMATICS TUTORING CENTER

McCarthy Hall 187

The Mathematics Tutoring Center is available on a drop-in basis to all students enrolled in a mathematics class. Tutors are trained to help students understand the basic concepts necessary to complete homework assignments and to perform well on exams. The center is open Monday through Thursday from 8 a.m. to 5 p.m. and Friday from 8 a.m. until 1 p.m. The Mathematics Tutoring Center is directed by Dr. Harriet Edwards.

MODERN LANGUAGE LABORATORY

Humanities 325
(714) 278-2153

A 24-station computer laboratory featuring multimedia interactive capabilities facilitates both individual and group learning activities in conjunction with a networked instructor station. The computer lab is also connected to the Internet, where students can access a wide variety of authentic language materials contained in websites in the countries whose languages they are studying. Adjacent to the computer lab is an 18-station Tandberg IS-10 audiotape lab.

OPPORTUNITY CENTER FOR SCIENCE AND MATHEMATICS STUDENTS

McCarthy Hall 488
(714) 278-7082

The Opportunity Center for Science and Mathematics Students offers a resource center for students to enhance their time on campus. Students can take advantage of the center's computers for word processing and Internet access to research many science and math-related websites. The comfortable setting also provides study tables for individual or group study sessions and a conference room that can be reserved for meetings. Tutors for biology, physics, math and chemistry courses also are available.

The center also provides a wealth of information on scholarships, research programs, career opportunities and graduate school programs. Students can find out how to become involved in student organization activities and learn how to get published in *Dimensions: the Journal for Undergraduate Research in Natural Sciences and Mathematics*. The assistant dean for student affairs in the College of Natural Sciences and Mathematics is available for advisement on campus policies, student success skills and campus referrals. The center is open from 8 a.m. to 7 p.m., Monday through Thursday and from 8 a.m. to 5 p.m. on Friday.

READING CENTER

Education Classroom 24
(714) 278-7971

The Reading Center serves four major purposes. First, it provides a controlled, supervised setting for the training of reading specialists and classroom teachers who wish to improve their skills in working with learning disabled and reading disabled students.

Second, the center serves as a community service providing very low cost, high quality instruction in reading that is not available elsewhere in Orange County.

The third purpose of the center is to provide family literacy education to community members whose children have reading disabilities. The center provides parent in-service sessions and a website on literacy information.

Lastly, the Reading Center now coordinates various reading and language arts related services, including dissemination of information to the community, parents, caregivers and various educational agencies; and provides for direct services to schools, colleges, universities and other educational organizations within Orange County. The Reading Center is proud of its 30-year service to the university and the community.

SPEECH, LANGUAGE AND HEARING CLINIC

The Speech, Language and Hearing Clinic is an integral part of the university's curricular programs leading to a B.A. and M.A. Degree in Communicative Disorders. Since 1961, the Department of Speech Communication has provided speech, language and hearing services to the community in conjunction with its training program for professional speech-language pathologists. The graduate program in Communicative Disorders has been accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association since September 1969.

The clinic is composed of a Speech Pathology Unit, an Audiology Unit and several research laboratories with special emphasis given to voice disorders, normal

communication alternatives, and disorders of communication in persons who have diverse linguistic or cultural backgrounds. The clinic offers the services of: a resident professional speech-language pathologist who holds the Certificate of Clinical Competence (CCC-SLP); faculty supervisors who are clinically certified and hold doctoral degrees in the field; and student clinicians who have met strictly prescribed standards for admission to clinical practicum. Referrals to the clinic come from a variety of sources including: physicians, teachers, rehabilitative centers, private speech-language pathologists and audiologists, and self-referrals. Services available at the clinic include diagnostic evaluations; therapeutic intervention; audiometric testing; and rehabilitative audiology, including hearing aid evaluations, screening tests for students seeking state credentials, and family counseling relative to problems associated with communicative disorders.

THEATRE AND DANCE DEPARTMENT PRODUCTIONS

The Department of Theatre and Dance produces six plays, two musicals and two dance concerts each year on their main stages along with theatre for young audiences, touring plays, MFA project productions, and original one-acts. CSUF students receive special rates to all Theatre and Dance Department productions.

Thirteen out of the last 16 entries in the National Kennedy Center/American College Theatre Festival have been selected for production at the regional festivals, chosen each year from over 75 university entrants. In 1993, for the first time in the history of the Festival, the department was selected to present two original productions, "The Manager" and "All That He Was", at the National Kennedy Center/American College Theatre Festival at the John F. Kennedy Center in Washington, D.C. "All That He Was" was also named as the Kennedy Center representative to an international theatre conference in Barcelona, Spain and performed at that venue.

TITAN COMMUNICATIONS

Titan Communications is a cutting-edge media facility in the College of Communications that provides the university and the community with quality digital content production and distribution services.

The facility houses the state-of-the-art digital equipment and video production recording studios, non-linear editing suites, digital audio editing bays, Internet radio, control room, special effects and animation tools, broadcast quality cameras, and advanced storage and Web casting equipment.

The media facility functions as a laboratory in support of classroom and co-curricular activities, as well as students' online media, including Titan Internet Radio, "On The Edge," Titan News and the Daily Titan Interactive. In addition, Titan Communications supports the university's internal and external communications, as well as the College of Communications online education through its personnel, production studios, Web TV and cable services.

Under faculty and staff supervision, Titan Communications provides a bridge between the academic and professional settings. Frequently, programs produced by student teams are distributed via live broadcast and video-on-demand on the Internet and on cable systems in Orange County.

Titan Communications provides a variety of opportunities for students for developing creative and technical skills, gaining practical hands-on experience and creating electronic portfolios. Students may work in Titan Communications on class or co-curricular projects, serve as volunteers, or work as paid staff in connection with student media groups or commissioned projects.

TITAN SHOPS

http://bookstore.fullerton.edu
(714) 278-3418

At Titan Shops our philosophy is to serve you. Our customer-oriented staff, made up mostly of Cal State Fullerton students, will service you with a smile when you enter our store. One-stop shopping, with excellent customer service, fantastic products, great values and convenience, is our major focus when serving the university community.

Titan Shops is a division of the California State University, Fullerton Foundation, a non-profit auxiliary organization supporting the university community.

Titan Shops is a multi-level bookstore composed of various divisions. On the upper level you will find *Titan Books*, a full-service bookstore. In addition to carrying the required textbooks and custom published course packets for class, we also have a complete general book section. We offer *New York Times* Bestsellers at a 20 percent discount and the latest college bookstore bestsellers. We have the largest selection of reference books in the area to help you succeed in the classroom. You'll find bargain books as low as 50-90 percent off the publisher's price. If the book you want is not in stock, we will special order it for you at no extra charge. Also on the upper level: *Titan Newsstand* carries a large selection of magazines and newspapers, as well as scantrons and test-taking materials, and *Titan Coffee*, features Starbucks coffee, baked goods and free Internet access.

On the lower level of Titan Shops is *Titan Office*, which includes office and school supplies, peripherals, and software; *Titan Gear*, which offers emblematic gifts, clothing and notebooks; *Titan Express*, a full line convenience store where you can grab a quick snack, a drink or some ice-cream; and *Titan Card Shop*, which features a complete selection of Carlton Cards. *The Titan Technology Center* coordinates orders for all campus-approved hardware platforms and software products. The Titan Technology Center also provides CSUF students with a convenient location to subscribe to Titan Access, while providing space for vendors to highlight and demonstrate the latest technology. Through the Tech Center, Titan Shops is also able to offer faculty, staff and students the same campus rollout computer configurations at a discounted price.

If you have any questions, call (714) 278-3418, or check us out on the Web: http://bookstore.fullerton.edu. Our website has current bookstore hours, dates of promotions, sales, bookstore author signings, computer software and hardware, school supplies, clothing and instructions on ordering your textbooks by using Titan Shops website.

El Toro Campus Titan Shops

Titan Shops is located at our El Toro Campus in ETC-220. School supplies, testing materials, gifts, apparel and cards are offered in this mini bookstore. At the beginning of each semester, we will expand our selection of merchandise to include all the necessary textbooks for classes offered at El Toro. Hours of operation and textbook ordering for El Toro can be found by going online at http://bookstore.fullerton.edu.

FedEx Kinko's

FedEx Kinko's offers a full range of copying and printing services including full- and self-serve copying, color copying, binding, faxing and laminating. In addition, FedEx Kinko's offers specialty products such as resumes, business cards and posters. FedEx Kinko's also offers free pickup and delivery. FedEx Kinko's is a proud partner of the CSUF campus community. If you have any questions, call (714) 278-4980.

Orange County Teachers Federal Credit Union (OCTFCU)

Located on the upper level of Titan Shops, the Orange County Teachers Federal Credit Union.offers a full range of financial products and services.

The Brief Stop and The Yum

The Brief Stop is located in Langsdorf Hall and The Yum is located in the Titan Student Union. Both are mini convenience stores! You can purchase test-taking materials, school supplies, health and beauty aids, and a wide selection of snacks – all conveniently located in a store close to your classes.

The Hungry Titan and Titan Shops II

Your residence hall convenience store is conveniently located directly across from the residence hall office and volleyball courts and offers dorm supplies, stamps, frozen foods, snacks, beverages, health and beauty aids, scantrons, gifts, clothing, schedules of classes, school catalog, computer and office supplies. You can even pick up your online textbook order.

Textbook Purchases

For those students who need to purchase textbooks and cannot be accommodated by the extended hours, we suggest that you order your text materials using one of the methods listed below:

Internet Orders

Place your order online at http://bookstore.fullerton.edu. Enter your course schedule number to start. Follow the easy instructions to purchase your books, and include your Visa, MasterCard or American Express number. Used texts will be shipped whenever possible if indicated and in stock. For your convenience, books can either be shipped to your home via UPS or picked up at the bookstore. All books are charged to your Visa, MasterCard or American Express account at the time your order is shipped or brought to the pickup window. All credit card information you provide is encrypted with the latest Web security technology to ensure the highest level of safeguard for your information

Phone Orders – (714) 278-3418

Ask for *Book Information*, and please have your class information, Visa, MasterCard or American Express number, expiration date, home address and phone number readily available when placing a phone order.

UNDERGRADUATE READING LAB

Education Classroom 24A and 18

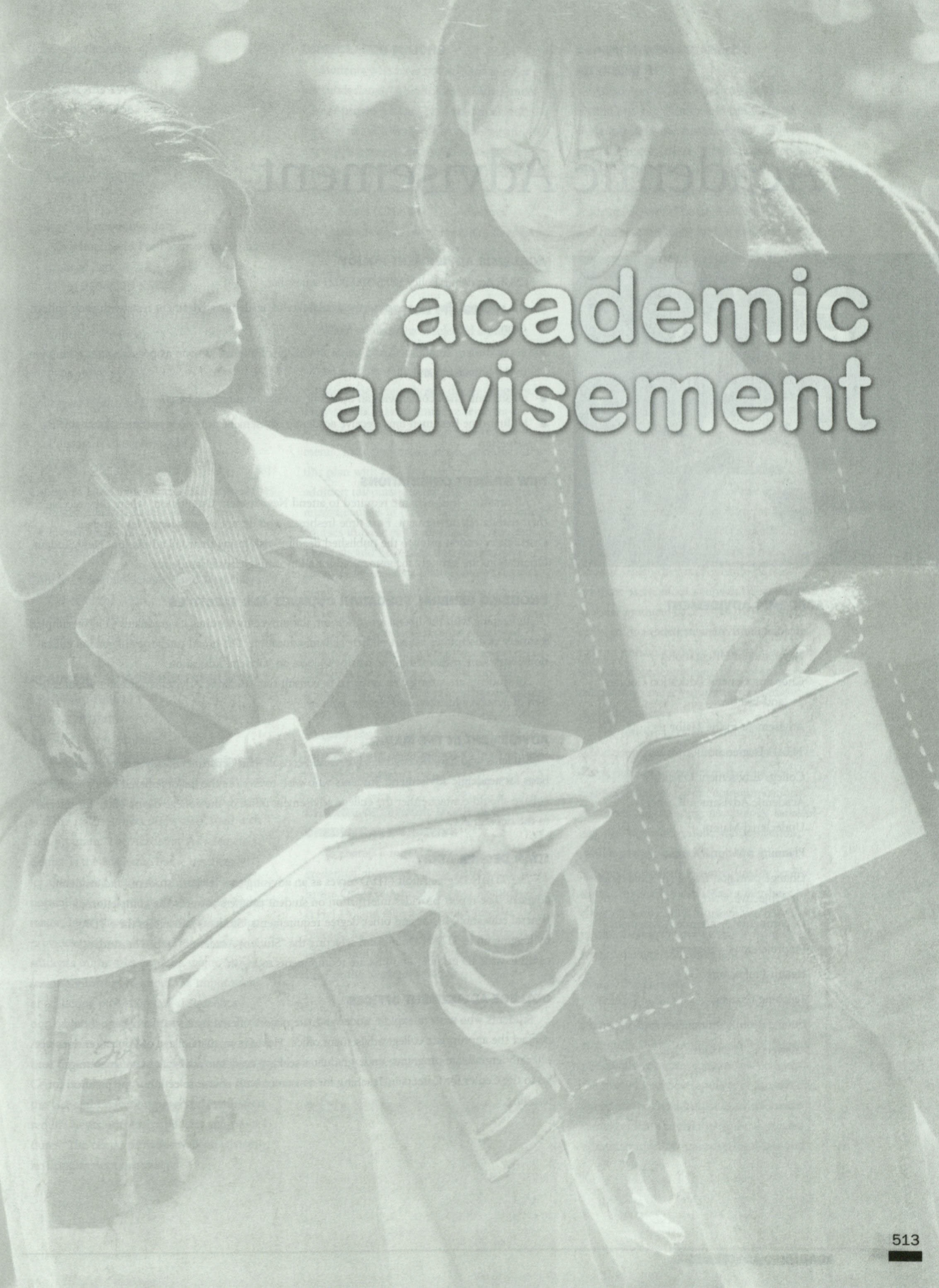
The Undergraduate Reading Lab/ Professional Library is an essential element in the Reading Department for both graduate and undergraduate students. It serves as a resource for materials and equipment by which undergraduate students can improve their reading skills and complete additional class assignments. The lab also functions as a liaison between faculty and students, as a diagnostic lab for required or additional assessment of student skills, and as a professional resource for graduate students and faculty.

The lab has also offered services to special students from the Disabled Student Services, Women's Center/Adult Reentry and the Career Center. In addition, the development of a professional library and the donation of material from the Reading Educators Guild aid graduate students in their research and course work. Finally, a goal of this lab is to develop a base of software materials for both classroom and individual student use.

WRITING CENTER

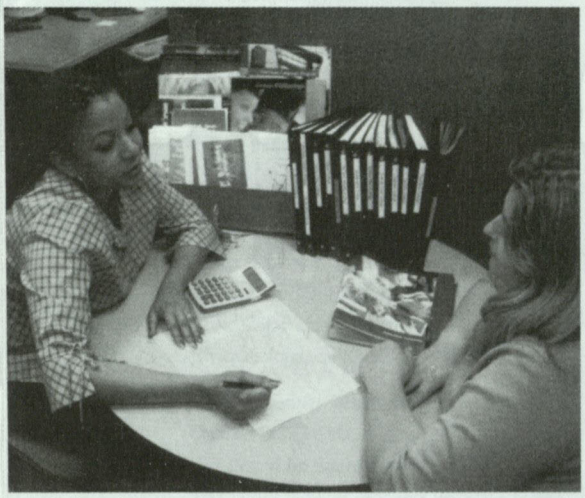
McCarthy Hall 45
(714) 278-3650

The Writing Center provides tutorial assistance for students who are enrolled in English Department writing classes or who need help in writing papers for other university classes. Tutors offer individualized and small group tutorials and special-topic workshops designed to help students write clear, concise academic prose. Tutors also work with students on developing techniques for improving their grammar usage and editing skills. The goal of the Writing Center is to increase students' writing competence in both their current and future university classes.



academic advisement

Academic Advisement



ACADEMIC ADVISEMENT

Academic Advisement Policy

New Student Orientations

Choosing General Education Courses and Electives

Advisement in the Major

TITAN Degree Audit

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Academic Advisement Center

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Planning a Major Program

Change of Major, Degree or Credential Objective

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Preprofessional Programs

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Teaching Careers

Immigration Requirements for Licensure

Answers to Your Questions

ACADEMIC ADVISEMENT POLICY

CSUF Academic Policy (UPS 300.002) states that:

- the responsibility for ensuring the availability of academic advisement rests with each college dean
- every student should declare a major or college of interest as soon as possible after admission to the university; and
- all students shall confer with an academic adviser on a regular basis.
- all first-time freshmen must receive academic advisement prior to registration for their first semester.

NEW STUDENT ORIENTATIONS

All first time freshmen are required to attend New Student Orientation, where they receive their mandatory advisement. First-time freshmen who do not register for a New Student Orientation session prior to the published deadline risk losing their fall admission. New Student Orientations are strongly recommended for all incoming transfer students.

CHOOSING GENERAL EDUCATION COURSES AND ELECTIVES

In keeping with the liberal arts tradition, the university requires its graduates to have sampled a variety of disciplines as part of their general education. The broad categories of general education courses are presented in the catalog section on "General Education."

All students are strongly encouraged to consult the Academic Advisement Center about selection of general education and elective courses.

ADVISEMENT IN THE MAJOR

Students who have declared a major should consult their departmental adviser on a regular basis for academic advisement. Students who wish to explore the majors offered by a specific college should contact either the college advisement office or the college dean's office for referral to the department.

TITAN DEGREE AUDIT

The TITAN Degree Audit (TDA) serves as an advising tool for both students and academic advisers. The report provides information on student progress towards the completion of general education, major and other degree requirements. Students can access their TDAs by logging on to TITAN Online and selecting the "Student Academics" tab. The student's campus-wide ID number and PIN are requirements to log in.

COLLEGE ADVISEMENT OFFICES

Students who wish to explore undergraduate majors offered by a specific college should contact the appropriate college advisement office. Please note: the College of Education does not offer undergraduate programs; undergraduates seeking academic advisement are encouraged to go to the Center for Careers in Teaching for assistance with course selection in preparation for teaching.

College of the Arts
Office of the Dean
Visual Arts 199
(714) 278-3256

College of Business and Economics
Business Advising Center
Langsdorf Hall 731
(714) 278-2211

College of Communications
Advisement and Peer Mentoring Center
College Park 425
(714) 278-7620

College of Engineering and Computer Science
Office of the Dean
Computer Science 502
(714) 278-3362

College of Health and Human Development
Office of the Dean
Education Classroom 324
(714) 278-3311

College of Humanities and Social Sciences
H&SS Student Access Center
Humanities 112
(714) 278-2594

College of Natural Sciences and Mathematics
Office of the Dean
McCarthy Hall 166
(714) 278-2638

ACADEMIC ADVISEMENT CENTER

University Hall 123
(714) 278-3606
www.fullerton.edu/aac

The Academic Advisement Center provides academic counseling to matriculated students with respect to the General Education Program and the policies/procedures associated with that program. The Academic Advisement Center is the academic home department for undeclared students, providing services normally given through the student's declared major department. Additionally, the center provides programs and services to assist students in the selection of a major. Students seeking information about the implications of academic probation and disqualification are encouraged to visit the Academic Advisement Center for a personal consultation. Please consult the Academic Advisement Center website for useful information about the General Education program, graduation requirements, university policies and procedures. The center provides walk-in advising; no appointment necessary.

UNDECLARED MAJORS

Students who have not selected a major are "undeclared." The Academic Advisement Center provides a variety of resources and services to assist students in choosing an appropriate major. Information about the various majors at Cal State Fullerton is available in the "Undeclared Resource Room" in the center (UH-124). The Academic Advisement Center offers resources to assist students in the exploration of available majors.

PLANNING A MAJOR PROGRAM

When students have selected a major field, they should familiarize themselves with all the requirements that are specified in this catalog under their chosen degree program. They should make a tentative semester-by-semester plan for completing the requirements, including prerequisites, and discuss this plan with an adviser in the major. In addition to courses in the major department, related courses in other fields and supporting courses in basic skills may also be required. These should be included in the tentative semester-by-semester plan. Sample plans for many majors are available at www.fullerton.ed/aac.

Some departments require placement tests prior to enrolling in some classes (e.g., foreign languages, music and computer science). The times and places for such placement tests are given in the Class Schedule. Students should purchase a copy of the Class Schedule at the Titan Bookstore prior to the start of registration.

CHANGE OF MAJOR, DEGREE OR CREDENTIAL OBJECTIVE

To change a major, degree objective, or credential objective, obtain the required form in the Office of Admissions and Records (LH-114) and take it to the appropriate office(s) for signature(s). Such a change is not official until the form has been signed and filed in the Registrar's Office.

DEPARTMENTAL ACADEMIC ADVISEMENT

An adviser in the major can provide information and suggestions and can assist the student to find the most desirable ways to meet the requirements for graduation and for the major or credential. It is the responsibility of the student to obtain the assistance of an academic adviser. The final choice of courses and the responsibility for the program lies with the student. Undergraduate students who have not yet decided upon a major (undeclared students) will be advised in the Academic Advisement Center.

If students have transferred to Cal State Fullerton, the academic department advisers are able to offer better advice if students provide lists of courses they have taken and their own copies of transcripts from colleges previously attended.

PREPROFESSIONAL PROGRAMS

The academic programs of the university provide appropriate preparation for graduate work in a variety of fields. Students who have made tentative decisions about the institutions at which they may wish to pursue graduate work should consult the catalogs of those graduate colleges as they plan their undergraduate course work. Students planning to pursue graduate work should supplement their undergraduate plan of study by completing course requirements at major graduate colleges.

The university offers a number of professional programs through the master's degree. These include programs in the fine arts, business administration, communications, education, engineering, psychology, kinesiology, public health, public administration, speech pathology-audiology and others. Students interested in preparing for professional careers in these areas, either here or at other educational institutions, are encouraged to seek assistance and guidance from CSUF faculty members in these fields.

Prelaw Preparation

It is recommended that prospective law students prepare themselves in such fields as English, American history, economics, philosophy, political science (particularly the history and development of English and American political institutions) and such undergraduate courses as judicial process, administrative law, constitutional law and

international law, philosophy (particularly ethics and logic), business administration, anthropology, psychology and sociology.

A distribution of course sequences among the social sciences, the natural sciences and the humanities is desirable. Students interested in becoming lawyers should contact the prelaw adviser in the Division of Political Science and Criminal Justice. Some faculty members in the College of Business and Economics and the Departments of American Studies and History also can provide advice and assistance.

Pretheological

Students who might be interested in pursuing careers in the ministry, the teaching of religion, and associated fields should take some courses in comparative religion, psychology, anthropology, sociology, philosophy, history, English, speech communication and a foreign language. Students desiring assistance and counseling regarding advanced work in religious studies/comparative religion or professional careers as rabbis, priests, ministers, etc., may seek help from the faculty in the Department of Comparative Religion.

Human Services

Students who plan to seek employment in social work or human services should prepare themselves in the fields of human services, child and adolescent development, psychology, sociology, anthropology, political science, economics and research methods in the social sciences.

Students who intend to enter a professional college following undergraduate training should learn about the specific prerequisites for admission to the graduate college of their choice. Ordinarily a major in one of the social sciences and some additional work in at least several other social sciences are recommended. Students with interests in pursuing careers in the field of social welfare should contact the Departments of Sociology, Child and Adolescent Studies or Human Services for advice and assistance.

HEALTH PROFESSIONS

University Hall 223
(714) 278-3980

All health professions programs are seeking the best qualified applicants with a good command of communications skills, rigorous basic science preparation, a broad general education base, and outside clinical experience. The Health Professions Advising Office provides information and advisement for prospective applicants. It is strongly recommended that students who wish to pursue careers in the health professions contact this office.

TEACHING CAREERS

Students who plan to enter the teaching profession must prepare themselves by developing depth of knowledge in the subject areas they plan to teach. Teachers of elementary school-children must have a solid foundation of knowledge in all subjects taught in the elementary classroom. High school teachers must develop expertise in the subject named on their single subject credentials. Students are encouraged to seek advice early in their academic careers to most efficiently plan a program of study that effectively blends general education, major and subject matter preparation requirements. The Center for Careers in Teaching provides information and advisement for prospective teachers. Visit the Center for Careers in Teaching website (www.fullerton.edu/cct) or call (714) 278-7130.

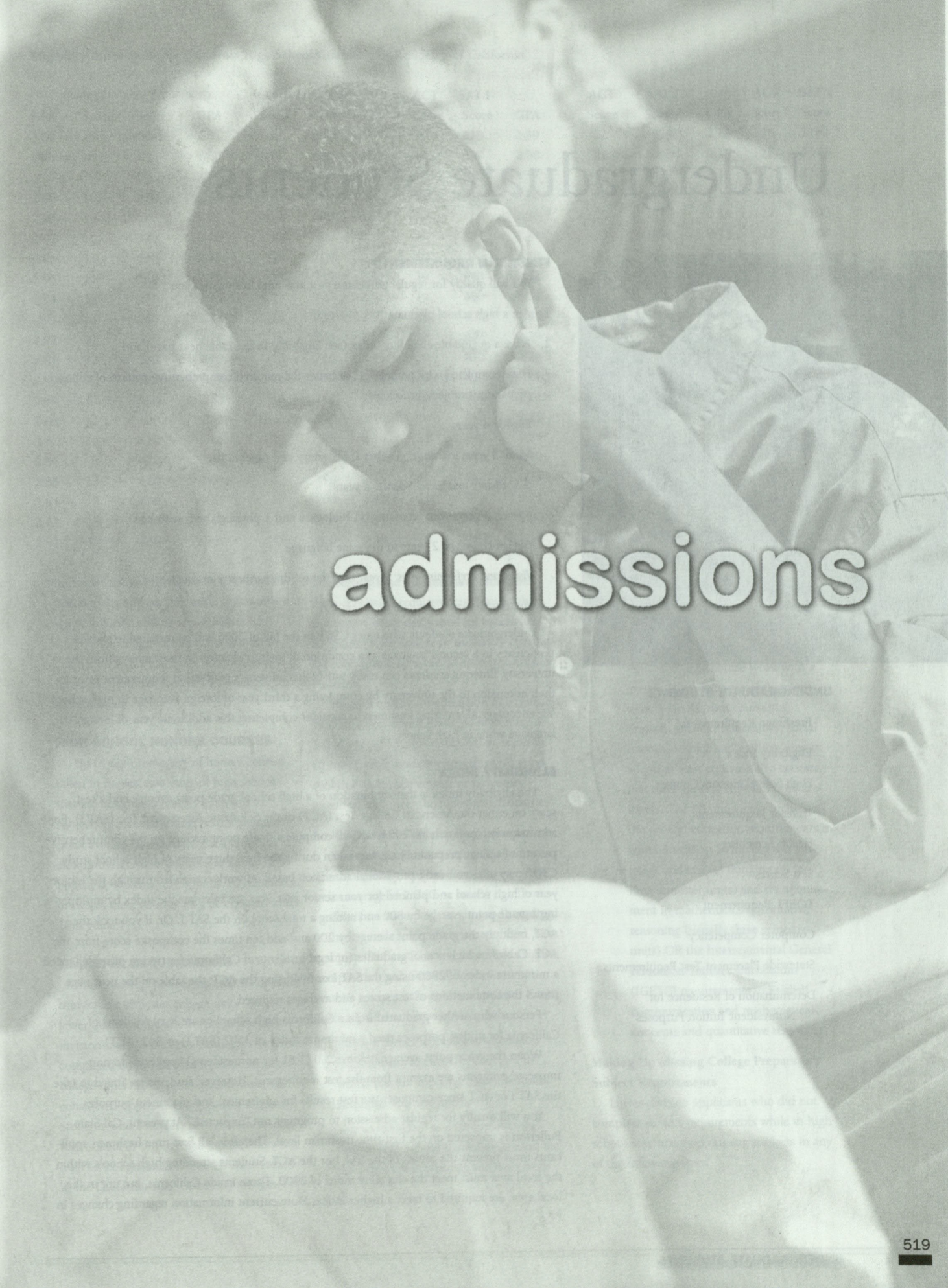
IMMIGRATION REQUIREMENTS FOR LICENSURE

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193), also known as the Welfare Reform Act, includes provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants, as well as benefits for all illegal immigrants.

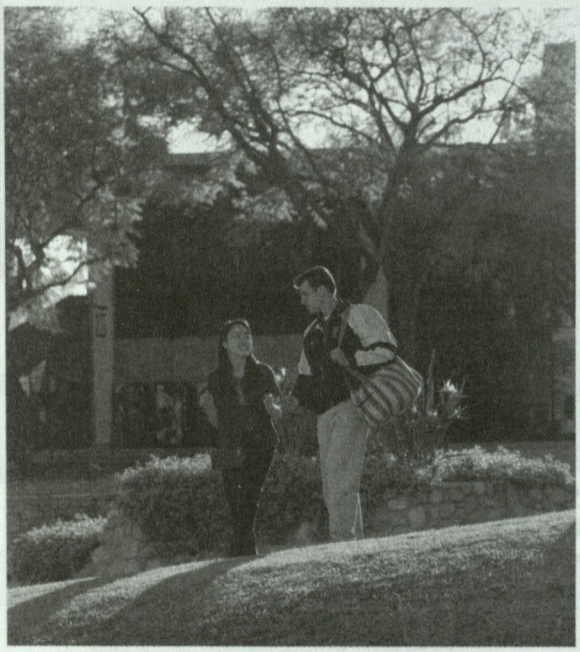
Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning these requirements is available from Robert Ericksen, Office of International Education and Exchange, University Hall 244, at (714) 278-2787.

ANSWERS TO YOUR QUESTIONS

Topic	Where To Go	Location	Telephone
Academic Appeals	Academic Appeals Office	Langsdorf Hall 805	278-3836
Add or Drop a Class	See Class Schedule		
Address Change	Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Admissions/Applications	Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Advisement:			
Undeclared Major	Academic Advisement Center	University Hall 123	278-3606
Declared Majors	Major Department		
Athletics Tickets	Athletic Ticket Office	Titan House	278-2783
Child Care	Children's Center	Children's Center	278-2961
Counseling:			
Personal	Counseling and Psychological Services	Student Health and Counseling, East Bldg.	278-3040
Vocational	Career Center	Langsdorf Hall 208	278-3121
Degree Application/Diploma Orders	Graduation Unit	Langsdorf Hall 108	278-2300
Degree Evaluation, Undergraduate	Graduation Unit	Langsdorf Hall 108	278-2300
Disabled Student Services	Disabled Student Services Office	University Hall 101	278-3117
Disqualification/Reinstatement	Academic Advisement Center	University Hall 123	278-3606
Emergency Messages	Vice President for Student Affairs	Langsdorf Hall 805	278-3221
Employment:			
Business, Industry, Government	Career Center	Langsdorf Hall 208	278-3121
Educational	Career Center	Langsdorf Hall 208	278-3121
Minority Relations	Career Center	Langsdorf Hall 208	278-3121
Student (Part-Time)	Career Center	Langsdorf Hall 208	278-3121
Staff	Human Resources	College Park 700	278-2425
Enrollment Verification:			
Duplicate I.D. Card	TitanCard Office	Pollak Library (South)	278-3555
Fee Receipt	Student Financial Services	University Hall 180	278-3918
Letter Request	Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Extension Class Information	Extended Education Information	College Park 100	278-2611
Evaluations/General Education	Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Financial Aid	Financial Aid Office	University Hall 146	278-3125
Foreign Student:			
Advisement	Major Department		
Permits to Register	International Education & Exchange	University Hall 244	278-2787
Graduate Studies	Graduate Studies Office	McCarthy Hall 103	278-2618
Graduation Requirements (undergraduate)	Graduation Unit	Langsdorf Hall 108	278-2300
Health Insurance	Titan Student Union	Lobby	278-2468
Housing	Housing & Residence Life Housing Office	Cobb Residence Hall	278-2168
Internships and Service-Learning	Center for Internships and Service-Learning	University Hall 230	278-3746
Library Information	Pollak Library	Library Lobby	278-2633
Name Change	Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Organizations and Clubs	Student Organization Resource Center	Titan Student Union 247	278-7622
Outreach Services	University Outreach Services	University Hall 210B	278-2086
Parking:			
Fees	Student Financial Services	University Hall 180	278-3918
Information	Parking and Transportation Services	Temporary 14	278-3082
Handicapped	Disabled Student Services	University Hall 101	278-3117
Readmission	Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Records (Student)	Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Registration Fees	Student Financial Services	University Hall 180	278-3918
Residency	Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Scholarships	Financial Aid Office	University Hall 146	278-3125
Student Academic Services (EOP/SAA/Retention)	Student Academic Services Office	University Hall 138	278-2484
Summer Sessions, Information	Extended Education Office	College Park 100	278-2611
Test Information	Testing Services	University Hall 229	278-3838
Transcripts	Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Transfer Services	Transfer Services Center	Langsdorf Hall 214	278-3358
Tutoring	Intensive Learning Experience	University Hall 133	278-7236
Veterans Certification	Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Women's Center	Women's Center/Adult Reentry	University Hall 205	278-3928


admissions

Undergraduate Students



UNDERGRADUATE STUDENTS

Freshman Requirements

Eligibility Index

High School Honors Courses

Transfer Requirements

Health Screening

Test Scores

TOEFL Requirement

Computer Competency

Statewide Placement Test Requirements

Determination of Residence for Nonresident Tuition Purposes

FRESHMAN REQUIREMENTS

You will qualify for regular admission as a first-time freshman if you

1. Are a high school graduate
2. Have a qualifiable eligibility index (see Eligibility Index Table next page) and
3. Have completed with grades of C or better the required comprehensive pattern of college-preparatory subjects as follows:

   English: 4 years

   Math: 3 years including Algebra I, Geometry and Algebra II

   U.S. History and Social Science: 2 years

   Science: 2 years with laboratory (1 biological and 1 physical, both with labs)

   Foreign Language: 2 years in the same language

   Visual and Performing Arts: 1 year (art, dance, drama/theater or music)

   Electives: 1 year

Undergraduate students who enter CSUF in the fall of 2006 will be required to show proficiency in a second language as a condition of their graduation in most majors from the university. Entering students can easily satisfy this university graduation requirement prior to their admission to the university by completing a third year of foreign language in high school. We encourage all entering freshmen to consider completing this additional year of foreign language while in high school.

ELIGIBILITY INDEX

The eligibility index is the combination of a high school grade point average and a test score on either the American College Test (ACT) or the Scholastic Assessment Test (SAT I). For admission beginning in fall 2004, we will compute a grade point average on the comprehensive pattern of college preparatory courses taken during the final three years of high school study. CSUF may offer you early, provisional admission based on work completed through the junior year of high school and planned for your senior year. You can calculate the index by multiplying a grade point average by 800 and adding a total score on the SAT I. Or, if you took the ACT, multiply the grade point average by 200 and add ten times the composite score from the ACT. California high school graduates (or legal residents of California for tuition purposes) need a minimum index of 2900 using the SAT I or 694 using the ACT; the table on the next page shows the combinations of test scores and averages required.

Persons who neither graduated from a California high school or are legal residents of California for tuition purposes need a minimum index of 3502 (SAT I) or 842 (ACT).

When the grade point average is above 3.0 (3.61 for nonresidents) applicants to non-impacted programs are exempt from the test requirement. However, students are urged to take the SAT I or ACT since campuses use test results for advisement and placement purposes.

You will qualify for regular admission to programs not "impacted." At present, Cal State Fullerton is impacted on the first-time freshman level. Therefore, all first-time freshmen applicants must present the results of the SAT I or the ACT. Students attending high schools within the local area must meet the eligibility index of 2900. Those inside California, but not in the local area, are required to meet a higher index. More current information regarding changes in

Eligibility Index Table for California High School Graduates or Residents of California

GPA	ACT Score	SAT I Score
3.00 and above qualifies with any score		
2.99	10	510
2.98	10	520
2.97	10	530
2.96	11	540
2.95	11	540
2.94	11	550
2.93	11	560
2.92	11	570
2.91	12	580
2.90	12	580
2.89	12	590
2.88	12	600
2.87	12	610
2.86	13	620
2.85	13	620
2.84	13	630
2.83	13	640
2.82	13	650
2.81	14	660
2.80	14	660
2.79	14	670
2.78	14	680
2.77	14	690
2.76	15	700
2.75	15	700
2.74	15	710
2.73	15	720
2.72	15	730
2.71	16	740
2.70	16	740
2.69	16	750
2.68	16	760
2.67	16	770
2.66	17	780
2.65	17	780
2.64	17	790
2.63	17	800
2.62	17	810
2.61	18	820
2.60	18	820
2.59	18	830
2.58	18	840
2.57	18	850
2.56	19	860
2.55	19	860
2.54	19	870
2.53	19	880
2.52	19	890
2.51	20	900
2.50	20	900
2.49	20	910
2.48	20	920
2.47	20	930
2.46	21	940
2.45	21	940
2.44	21	950
2.43	21	960
2.42	21	970
2.41	22	980
2.40	22	980
2.39	22	990
2.38	22	1000
2.37	22	1010
2.36	23	1020
2.35	23	1020
2.34	23	1030
2.33	23	1040
2.32	23	1050
2.31	24	1060
2.30	24	1060
2.29	24	1070
2.28	24	1080
2.27	24	1090
2.26	25	1100
2.25	25	1100
2.24	25	1110
2.23	25	1120
2.22	25	1130
2.21	26	1140
2.20	26	1140
2.19	26	1150
2.18	26	1160
2.17	26	1170
2.16	27	1180
2.15	27	1180
2.14	27	1190
2.13	27	1200
2.12	27	1210
2.11	28	1220
2.10	28	1220
2.09	28	1230
2.08	28	1240
2.07	28	1250
2.06	29	1260
2.05	29	1260
2.04	29	1270
2.03	29	1280
2.02	29	1290
2.01	30	1300
2.00	30	1300
†Below 2.00 does not qualify for regular admission		

impacted status will appear in CSU application booklet and on the university's website www. fullerton.edu or www.calstate.edu.

The CSU Eligibility Index is subject to change on an annual basis. Admission as a first-time freshman may not be available for all semesters.

HIGH SCHOOL HONORS COURSES

Up to eight semesters of honors courses, taken in the last two years of high school, that are designated honors in approved subjects receive additional points in grade point average calculations. Each unit of A in an approved course will receive a total of 5 points; B, 4 points; C, 3 points. (A maximum of two of these courses may be counted in the 10th grade.)

TRANSFER REQUIREMENTS

Students who have completed 59 or fewer transferable semester college units (89 or fewer quarter units) are considered lower-division transfer students. Students who have completed 60 or more transferable semester college units (90 or more quarter units) are considered upper-division transfer students. Students who complete college units during high school or through the summer between high school graduation and fall enrollment in the California State University are considered first-time freshmen and must meet those admission requirements. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses and accepted as such by Cal State Fullerton.

You will qualify for admission as a transfer student if you have a grade point average of 2.0 (C) (2.40 for non-residents) or better in all transferable units attempted, are in good standing at the last college or university attended, and meet the following standards:

Lower-Division Transfer Requirements

You may qualify for admission as a lower-division transfer student if you have a grade point average of 2.0 (C or better) in all transferable units attempted, are in good standing at the last college or university attended, have completed at least General Education English composition and General Education mathematics courses with at least a grade of C and meet any of the following standards:

1. You will meet the freshman admission requirements in effect for the term to which you are applying (See "Freshman Requirements" section); or
2. You were eligible as a freshman at the time of high school graduation except for the subject requirements and have been in continuous attendance in an accredited college since high school graduation, and
   - have made up the missing subjects, or
   - have completed at least 30 semester units of college course work with a grade of C or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics at a level at least equivalent to courses that meet general education requirements. The 30 units must include all the general education requirements in communication in the English language and critical thinking (at least nine semester units) and the requirement in mathematics/quantitative reasoning (usually three semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Making Up Missing College Preparatory Subject Requirements

Lower-division applicants who did not complete subject requirements while in high school may make up missing subjects in any of the following ways.

1. Complete appropriate courses with a C or better in adult school or high school summer sessions.
2. Complete appropriate college courses with a C or better. One college semester course is equivalent to one year of high school study.
3. Earn acceptable scores on specific examinations.

Admission as a lower-division transfer may not be available for all semesters/terms.

Upper-Division Transfer Requirements

You will qualify for admission as an upper-division transfer student if:

1. You have earned 60 or more transferable semester (90 or more quarters) units; and
2. You have a grade point average of 2.0 (C or better) in all transferable units attempted; and
3. You are in good standing at the last college or university attended; and
4. You have completed at least 30 semester units of college course work with a grade of C or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics at a level at least equivalent to courses that meet general education requirements. The 30 units must include all of the general education requirements in communication in the English language and critical thinking (at least 9 semester units) and the requirement in mathematics/quantitative reasoning (usually 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

As circumstances may warrant, minimum grade point average (GPA) and units of required general education are subject to change. Current information is available at www.csumentor.edu.

Beginning with fall 2006 admission, upper-division transfer applicants may choose to complete the Lower-Division Transfer Pattern by Major.

Based on Executive Order 918, a system-wide lower-division transfer pattern by major shall include at least 45 baccalaureate-level semester units but no more than 60 baccalaureate-level semester units.

HEALTH SCREENING

Measles and Rubella Immunizations

The campus shall notify certain students born after January 1, 1957, of the CSU requirement to present proof of measles and rubella immunizations by the beginning of the second term of enrollment. At the beginning of the next term of enrollment, those so notified who have not presented acceptable proof of the immunizations shall be notified further of the need to comply before receiving registration materials to enroll for the succeeding term. This is not an admission requirement.

Persons subject to these health screening provisions include:

- New students enrolling fall 1986 and later;
- Readmitted students reenrolling fall 1986 and later;
- Students who reside in campus residence halls;
- Students who obtained their primary and secondary schooling outside the United States;
- Students enrolled in dietetics, medical technology, nursing, physical therapy, and any practicum, student teaching or field work involving preschool-age children, school-age children, or taking place in a hospital or health care setting.

The Student Health and Counseling Center shall provide immunizations without cost to those students unable to obtain acceptable proof of immunizations.

Hepatitis B

The CSU Chancellor's Office requires that every student aged 18 and younger on September 18, 2000 be vaccinated against hepatitis B or provide documentation that proves immunity due to previous vaccination. Students will not be allowed to enroll in their second semester unless they have begun the immunizations during their first semester or provided the Student Health and Counseling Center with the documentation of previous immunization.

Hepatitis B is a disease of the liver that can cause serious illness and even death. The vaccination is safe. You cannot get hepatitis B from the vaccine. The immunization requires three shots; 1st shot, another one in 30 days (2nd shot), and another one in 6 months (3rd shot). You must complete all three shots for full immunization in order to register for your third semester.

Options for obtaining this series of vaccinations include: 1) a private physician, 2) the Public Health Department, 3) CSUF Student Health and Counseling Center (SHCC), once you have enrolled and paid your fees. The SHCC shall provide immunizations without cost to students. You may bring your documentation of a previous vaccination to the Student Health and Counseling Center or fax it with your name, telephone number and student identification number and address (doctor's records, school records, public health records or letter from your doctor). The SHCC fax number is (714) 278-3069.

You may request a waiver based on religious or personal beliefs. You must fill out a form to request this waiver at the Student Health and Counseling Center and bring it to the director's office. Waivers are accepted only during your first semester at CSUF.

If students fail to comply with the immunizations/documentation requirement, i.e., do not begin the series of vaccinations before the start of their second semester or provide documentation of full immunization, a hold will be placed against their records so that future registration will be prevented until the immunization/documentation requirement is met.

TEST SCORES

Freshmen and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit must submit scores from either the ACT or the SAT I of the College Board. If you are applying to an impacted program on a campus and are required to submit test scores, you should take the test no later than November or early December. Test scores are also used for advising and placement purposes. Registration forms and dates for the SAT I or ACT are available from high school or college counselors or from a CSU campus testing office. Or, you may call or write to:

The College Board (SAT)
Registration Unit, Box 6200
Princeton, New Jersey 08541
(609) 771-7588
www.collegeboard.org

American College Testing Program
Registration Unit, P.O. Box 414
Iowa City, Iowa 52240
(319) 337-1270
www.act.org

TOEFL REQUIREMENT

All undergraduate applicants regardless of citizenship who have not attended schools at the secondary level or above for at least three years full-time where English is the principal language of instruction must present a score of 500 or above on the paper-based version, or 173 or above on the computer-based version of the Test of English as a Foreign Language (TOEFL). The TOEFL results submitted must not have been earned more than two years prior to the desired enrollment date. A minimum score of 500 or above on the paper-based version or 173 or above on the computer-based version of TOEFL is required. Individual campuses may require a higher score. Institutional TOEFL tests administered outside of CSUF are not acceptable.

As circumstances warrant, minimum TOEFL scores may be changed. Current information is available at www.csumentor.edu.

English Language Proficiency Test (ELPT)

The CSU Admission Advisory Council authorizes campuses to accept the results of the English Language Proficiency Test (ELPT) in lieu of the Test of English as a Foreign Language (TOEFL) for undergraduate admission purposes. Applicants must be U.S. Citizens or Permanent Residents of the U.S. Only undergraduate applicants may be considered eligible on the basis of ELPT. Since ELPT is not a placement test, it may not be used as an alternative for the English Placement Test (EPT).

Title 5, Sections 40752.1 and 40802.1 require a minimum score of 500 on TOEFL for any undergraduate who has not completed three years of full-time study in a high school, college or university where English is the language of instruction. This requirement may apply to U.S. Citizens or Permanent Residents who have not received three years of instruction in an English-speaking school or college.

COMPUTER COMPETENCY

All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a PC to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.

Students who feel they do not meet the expected level of competency, should contact the Academic Advisement Center at (714) 278-3606.

STATEWIDE PLACEMENT TEST REQUIREMENTS

The California State University requires each entering undergraduate, except those who qualify for an exemption, to take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) prior to enrollment. These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. They are designed to identify entering students who may need additional support in acquiring basic English and mathematics skills necessary to succeed in CSU baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial programs and activities during the first term of their enrollment.

Students register for the EPT and/or ELM at their local CSU campus. Questions about test dates and registration materials may be referred to the Admission and Records Service Center (714) 278-7601 or Testing Services at (714) 278-3838.

English Placement Test (EPT)

The EPT is designed to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in appropriate baccalaureate-level courses. The CSU EPT must be completed by all entering undergraduates, with the exception of those who present proof of one of the following:

- Placement in the "exempt" category on the Early Assessment of Readiness for College English taken in conjunction with the 11th grade California Standards Test in English Language Arts.
- A score of 550 or above on the verbal section of the College Board SAT I Reasoning Test taken April 1995 or later.
- A score of 24 or above on the enhanced ACT English Test taken October 1989 or later.
- A score of 680 or above on the re-centered and adjusted College Board SAT II; Writing Test taken May 1998 or later.
- A score of 3, 4 or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Scholastic Advanced Placement program.
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) written communication requirement, provided such course was completed with a grade of C or better.

California State University, Fullerton (CSUF) has established the following policy regarding compliance with this regulation:

All new and continuing undergraduate students who have not taken the EPT and who are not otherwise exempt must take the test prior to registering for their first semester of enrollment at CSUF. Students can only take the EPT exam once.

Students who have taken the EPT exam but have not been placed in English 101 must remediate their English skills by taking Developmental Writing. Students must complete the remediation course work during or prior to their first semester of enrollment. If they are not able to pass the remediation course, they must retake it during their second semester. Failure to complete remedial course work within two terms will jeopardize a student's continued enrollment in the university.

Entry Level Mathematics (ELM) Test

The ELM examination is designed to assess the skill levels of entering CSU students in the areas of mathematics typically covered in three years of rigorous college preparatory mathematics courses in high school (Algebra I, Algebra II and Geometry). The CSU ELM must be completed by all entering undergraduates, with the exception of those who present proof of one of the following:

- Placement in the "exempt" category on the Early Assessment of Readiness for College Mathematics taken in conjunction with the 11th grade California Standards Test in High School Mathematics or Algebra II.

- Placement in the "conditionally exempt" category on the Early Assessment of Readiness for College Mathematics taken in conjunction with the 11th grade California Standards Test in High School Mathematics or Algebra II PLUS successful completion of a CSU-approved math or math-related course or activity taken before enrollment in the CSU.
- A score of 550 or above on the mathematics section of the College Board SAT I Reasoning Test or on the College Board SAT II Mathematics Tests Level I, IC (Calculator), II, or IIC (Calculator).
- A score of 23 or above on the American College Testing Mathematics Test.
- A score of 3 or above on the College Board Advanced Placement Mathematics Examination (AB or BC).
- A score of 3 or above on the College Board Advanced Placement Statistics examination.
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) quantitative reasoning requirement, provided such course was completed with a grade of C or better.

The ELM test is offered only to all students not otherwise exempted, and has no effect on admission decisions. It must be taken before the student can register in any courses.

California State University, Fullerton established the following policy regarding compliance with this regulation:

Requirement To Take The ELM Test

Effective fall 1998, all new and continuing undergraduate students who have not taken the ELM test and who are not otherwise exempt must take the test prior to registering for their first semester of enrollment at CSUF. Students who fail to comply with this policy will not be permitted to register for classes. Students who do not pass the test must complete required remediation course work during or prior to their first semester of enrollment. If they are not able to pass the remediation course, they must retake it during their second semester. Failure to complete remedial course work within two terms will jeopardize a student's continued enrollment in the university.

Students Who Have Taken But Not Passed The ELM Test

Students who have taken but failed to pass the ELM test must take a remedial math course(s). Intensive Learning Experience is responsible for monitoring compliance with this provision and for certifying the appropriateness of the course in which the student wishes to participate. Students who fail either of the placement tests should consult with Intensive Learning Experience Office (McCarthy Hall-026) concerning specific requirements and services.

Information bulletins and registration materials for the EPT and ELM will be mailed to all students subject to the requirements. The materials may also be obtained from the Office of Admissions and Records or the campus testing office.

DETERMINATION OF RESIDENCE FOR NONRESIDENT TUITION PURPOSES

The campus admissions office determines the residence status of all new and returning students for nonresident tuition purposes. Responses to the Application for Admission and, if necessary, other evidence furnished by the student are used in making this determination. A student who fails to submit adequate information to establish a right to classification as a California resident will be classified as a nonresident.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by The California State University is found in Education Code Sections 68000-68090, 68120-68134, and 89705-89707.5, and in Title 5 of the California Code of Regulations, Sections 41900-41912.

Legal residence may be established by an adult who is physically present in the state and who has the legal capacity and who, at the same time, intends to make California his or her permanent home. Physical presence in the state combined with steps to establish residency must be taken at least one year prior to the residence determination date to show an intent to make California the permanent home with concurrent relinquishment of the prior legal residence. The steps necessary to show California residency intent will vary from case to case. Included among the steps may be registering to vote and voting in elections in California; filing resident California state income tax forms on total income; maintaining California vehicle plates and operator's license; ownership of residential property or continuous occupancy or renting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organizations; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service.

The student who is within the state for educational purposes only does not gain the status of resident regardless of the length of the student's stay in California.

In general, an unmarried minor (a person under 18 years of age) derives legal residence from the parent with whom the minor maintains or last maintained his or her place of abode. The residence of a minor cannot be changed by the minor or the appointment of a guardian for the minor, so long as the minor's parents are living.

A married person may establish his or her residence independent of his or her spouse. A non-citizen may establish his or her residence, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States. An unmarried minor alien derives his or her residence from the parent with whom the minor maintains or last maintained his or her place of abode.

Nonresident students seeking reclassification are required by law to complete a supplemental questionnaire concerning their financial dependence status.

The general rule is that a student must have been a California resident for at least one year immediately preceding the residence determination date in order to qualify as a "resident student" for tuition purposes.

A residence determination date is set for each academic term. At the Fullerton campus, the residence determination date for the fall term is September 20 and for the spring term is January 25.

The residence determination dates for the fours stages of CalStateTEACH are as follows:

Stage 1	September 20
Stage 2	January 5
Stage 3	June 1
Stage 4	September 20

Questions regarding residence determination dates should be directed to the campus admissions office which can give you the residence determination date for the term for which you are registering.

There are exceptions from nonresident tuition, including:

1. Persons below the age of 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues until the student has resided in the state the minimum time necessary to become a resident.
2. Minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date, and entirely self-supporting for that period of time.
3. Persons below the age of 19 or adults, who have lived with and been under the continuous direct care and control of an adult, not a parent, for the two years immediately preceding the residence determination date. Such adults must have been a California resident for the most recent year. The exception continues until the student has resided in the state the minimum time necessary to become a resident.
4. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. There is no time limitation on this exception unless the military person transfers out of California or retires from military service. If either of these events happens, the student's eligibility for this exception continues until he or she resides in the state the minimum time necessary to become a resident.
5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception continues until the military personnel has resided in the state the minimum time necessary to become a resident.
6. Military personnel in active service in California for more than one year immediately prior to being discharged from the military. Eligibility for this exception runs from the date the student is discharged from the military until the student has resided in state the minimum time necessary to become a resident.
7. Dependent children of a parent who has been a California resident for the most recent year. This exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as continuous residence is maintained at an institution.
8. Graduates of any school located in California that is operated by the United States Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exception continues so long as continuous attendance is maintained by the student at an institution.
9. Certain credentialed, full-time employees of California school districts.
10. Full-time CSU employees and their children and spouses; state employees assigned to work outside the state and their children and spouses. This exception continues until the student has resided in the state the minimum time necessary to become a California resident.
11. Children of deceased public law enforcement or fire suppression employees, who were California residents, and who were killed in the course of law enforcement or fire suppression duties.
12. Certain amateur student athletes in training at the United States Olympic Training in Chula Vista, California. This exception continues until the student has resided in the state the minimum time necessary to become a resident.
13. Federal civil service employees and their natural or adopted dependant children if the employee has moved to California as a result of a military mission realignment action that involves the relocation of at least 100 employees. This exception continues until the student has resided in the state the minimum time necessary to become a resident.
14. State government legislative or executive fellowship program enrollees. The student ceases to be eligible for this exception when he or she is no longer enrolled in the qualifying fellowship.

The initial campus determination of residency classification is made by the Office of Admissions and Records. The final campus residency decision is made by the director of Admissions and Records. Written appeals may be made to the director in Langsdorf Hall 102.

Any student, following a final campus decision on his or her residence classification, only may make written appeal within 120 calendar days of notification of the final decision on campus of the classification to:

The California State University
Office of General Counsel
401 Golden Shore, 4th Floor
Long Beach, CA 90802-4210

The Office of General Counsel may make a decision on the issue, or it may send the matter back to the campus for further review. Students classified incorrectly as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations. Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must immediately notify the Admissions Office. Applications for a change in classification with respect to a previous term are not accepted.

The student is cautioned that this summation of rules regarding residency determination is by no means a complete explanation of their meaning. The student should also note that changes may have been made in the rate of nonresident tuition, in the statutes, and in the regulations between the time this catalog is published and the relevant residence determination date.

Changes in residency for tuition purposes are not automatic. Students wishing to apply for residency reclassification may submit a request for reclassification and supporting documents to the Admission and Records Service Center (LH-114).

Applications Procedures



APPLICATIONS PROCEDURES

How to Apply for Admission

Impacted Programs

Graduate and Postbaccalaureate Application Procedures

Application Filing Periods

Filing Period Duration

Application Acknowledgement

Hardship Petitions

Records Retention

INTRODUCTION

Requirements for admission to Cal State Fullerton are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. If you are not sure of these requirements, you should consult a high school or community college counselor or the Admissions Office.

Electronic versions of the CSU undergraduate and graduate applications are accessible on the Web at www.csumentor.edu/. The CSUMentor system allows students to browse through general information about CSU's 23 campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid.

The CSU advises prospective students that they must supply complete and accurate information on the application for admission, residence questionnaire and financial aid forms. Further, applicants must submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate and authentic application documents may result in denial of admission, cancellation of academic credit, suspension or expulsion (Section 41301 of Title 5, California Code of Regulations).

Prospective students, applying for part-time or full-time undergraduate programs of study, in day or evening classes, must file a complete application as described in the undergraduate admissions booklet or at www.csumentor.edu/. The $55 nonrefundable application fee should be in the form of a check or money order payable to The California State University.

You may also choose to pay the application fee by credit card via the electronic application at www.csumentor.edu/. The application fee may not be transferred or used to apply to another term. The applications of persons denied admission to an impacted campus may be rerouted to another campus, but only if the applicant is CSU eligible.

The university uses the social security number to identify the student for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the university to file information returns that include the student's social security number and other information, such as the amount paid for qualified tuition, related expenses and interest on educational loans. That information is used to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

HOW TO APPLY FOR ADMISSION

1. Submit an application via the Web by going to www.csumentor.edu. Complete the application, and designate CSU, Fullerton to receive it. Submit it by following directions in the website. By applying electronically, you save time on the processing of your application.

If applying using a paper application, complete the application for admission within the announced filing period accompanied by the required application fee to:

Office of Admissions and Records
California State University, Fullerton
P. O. Box 6900
Fullerton, California 92834-6900

2. **When asked to do so**, request required transcripts of records of all previous scholastic work from each school or college attended. The transcripts required at CSUF are:
   - for undergraduate applicants with fewer than 60 transferable semester units:
     (a) the high school transcript, and
     (b) an official transcript from each college or university attended.

- **for undergraduates with 60 or more transferable semester units:** an official transcript from each college or university attended.
- **for graduates:**
  (a) applicants for unclassified post-baccalaureate standing with no degree or credential objective must submit a transcript from the college or university where the baccalaureate was earned. Further, one transcript from other institutions attended is required as necessary so that the university has a complete record of the last 60 semester units attempted prior to enrollment at Fullerton.
  (b) applicants for a master's degree or teaching credential, or both, must submit two copies of the transcript from each college or university attended.

Note: In addition, all students should have a personal set of college transcripts for advising purposes. All transcripts must be received directly from the issuing institutions and become official records of the university; such transcripts therefore cannot be returned or reissued. Foreign language transcripts must be accompanied by certified English translations.

3. All undergraduate students who have completed fewer than 59 semester or 89 quarter units of transferable work are required to submit scores from either one of two national testing programs before eligibility for admission to the university can be determined. Registration forms and test dates for either test may be obtained from school or college counselors, from the address below, or from campus testing offices. For either test, submit the registration form and fee at least one month prior to the test date.

   ACT Address
   American College Testing Program, Inc.
   Registration Unit, P.O. Box 414
   Iowa City, Iowa 52243
   (319) 337-1270

   SAT Address
   The College Board (SAT 1)
   Registration Unit, P.O. Box 6200
   Princeton, New Jersey 08541
   (609) 771-7588

Applicants to graduate programs must submit the scores of any qualifying examinations required in their prospective programs of study.

IMPACTED PROGRAMS

The CSU designates programs to be impacted when more applications are received in the first month of the fall and spring filing period than the spaces available. Some programs are impacted at every campus where they are offered; others are impacted at some campuses but not all. Candidates must meet supplementary admissions criteria if applying to an impacted program.

The CSU will announce with the opening of the fall filing period which programs are impacted for the academic year. That announcement will be published in the CSU Review and made available online at http://www.calstate.edu/AR/csureview/. Information about the supplementary criteria is also sent to program applicants.

You must file your application for admission to an impacted program during the first month of the filing period. Further, if you wish to be considered in impacted programs at two or more campuses, you must file an application to each.

Each campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary criteria may include ranking on the freshman eligibility index, the overall transfer grade point average, completion of specified prerequisite courses and a combination of campus-developed criteria. You are required to submit scores on either the SAT I or ACT and should take the tests no later than November. The supplementary admission criteria used by the individual campuses to screen applicants appear periodically in the CSU Review and are made available by the campuses to applicants who seek admission to an impacted program.

California State University, Fullerton has been declared impacted on the first-time freshman level.

GRADUATE AND POSTBACCALAUREATE APPLICATION PROCEDURES

All graduate and postbaccalaureate applicants (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and postbaccalaureate admission booklet. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to submit an application and the $55 nonrefundable application fee. To be assured of initial consideration by more than one campus, it will be necessary to submit separate applications (including fees) to each. Applications may be obtained from the Graduate Studies Office or the Admissions Office of any California State University campus. An electronic version of the CSU graduate application is available at www.csumentor.edu/.

Graduate Application Deadlines

In most cases, applications need to be postmarked no later than March 1 for the fall semester and October 1 for the spring semester. However, deadlines may be changed for individual programs based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate.

APPLICATION FILING PERIODS

Fall Term:

Filing Period Begins: previous October.

Filing Period Duration: until application categories are filled.

Spring Term:

Filing Period Begins: previous August.

Filing Period Duration: until application categories are filled.

FILING PERIOD DURATION

Fall Term:

Admissions categories are subject to closure anytime after November 30.

Spring Term:

Admissions categories are subject to closure anytime after August 31.

Students are encouraged to consult the Admissions website at http://www.fullerton.edu/admissions/ for current information.

APPLICATION ACKNOWLEDGMENT

On-time applicants may expect to receive an acknowledgment from their first choice campus within several weeks of filing the application. A notice that space has been reserved will also include a request that additional records are necessary for the campus to evaluate academic qualifications. Applicants may be assured of admission if the evaluation of qualifications indicates that applicants meet CSU admission requirements and campus requirements for admission to an impacted program. Such a notice is not transferable to another term or to another campus.

HARDSHIP PETITIONS

Fullerton has established procedures to consider qualified applicants who would be faced with an extreme hardship if not admitted. Prospective petitioners should write to the admissions officer and document extenuating circumstances that warrant special consideration.

RECORDS RETENTION

The university retains the admissions materials for those who apply, but who for whatever reason do not enroll for two years. For those who do enroll, the university will retain the materials in student folders, including transcripts of the record of work completed elsewhere, for five years beyond the date of last attendance. Records of academic performance at California State University, Fullerton, including individual student records, faculty grade lists, and graduation lists are kept permanently.

Admission Requirements

ADMISSION REQUIREMENTS FOR FIRST-TIME FRESHMEN

High School Graduates

You will qualify for regular admission as a first-time freshman if you

1. are a high school graduate
2. have a qualifiable eligibility index (see section regarding eligibility index), and
3. Have completed for admission with grades of "C" or better in each of the courses in the comprehensive pattern of college-preparatory subjects:

English: 4 years

Mathematics: 3 years including Algebra I, Geometry and Algebra II

U.S. History and Social Science: 2 years

Science: 2 years with laboratory

Foreign Language: 2 years in the same language

Visual and Performing Arts: 1 year

Electives: 1 year

Subject Requirements

The California State University requires that first-time freshman applicants complete, with a C or better, a comprehensive pattern of college preparatory study totaling 15 units. A "unit" is one year of study in high school.

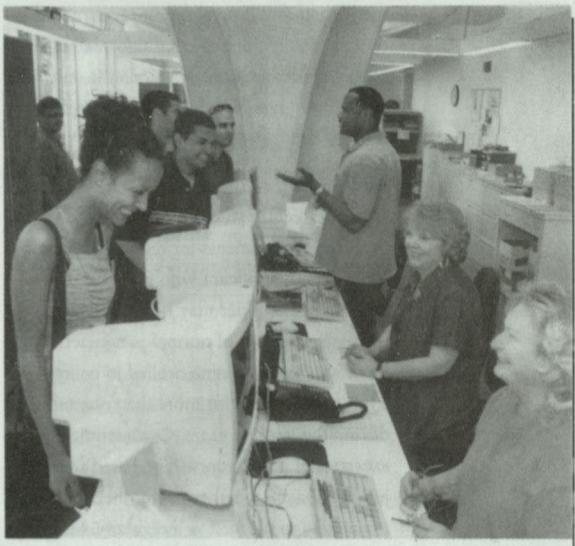
Foreign Language Subject Requirement: The foreign language subject requirement may be satisfied by applicants who demonstrate competence in a language other than English equivalent to or higher than expected of students who complete two years of foreign language study. Consult with your school counselor or any CSU campus admission or relations with schools office for further information. Please consult with any CSU admissions office for further information about alternative ways to satisfy the subject requirements.

Substitutions for Disabled Students

Applicants with disabilities are encouraged to complete college preparatory course requirements. If a qualified applicant is judged unable to fulfill a specific course requirement because of a disability, alternative college preparatory courses may be substituted for specific subject requirements. Substitutions may be authorized on an individual basis after review and recommendation by an academic adviser or guidance counselor in consultation with the director of CSUF's Disabled Student Services. Failure to complete courses required for admission may limit your later enrollment in certain majors, particularly those involving mathematics. For further information and substitution forms, please contact the director of CSUF's Disabled Student Services.

Provisional Admission

The university may provisionally admit first-time freshman applicants based on their academic performance through the junior year of high school and planned for the senior year. California State University, Fullerton will monitor the senior year of study of those provisionally admitted to ensure that those so admitted complete their senior year of studies satisfactorily, including the required college preparatory subjects, and graduate from high school. A final, official high school transcript should be forwarded to the Admissions Office as soon as final senior



ADMISSION REQUIREMENTS

Admission Requirements for First-Time Freshmen

Admission Requirements for Undergraduate Transfer Students

Admission Requirements for International Students

American Language Program

Admission Requirements for Postbaccalaureate and Graduate Students

Cancellation of Admission

Readmission of Former Students

grades and the graduation date have been posted. A campus may rescind admission decisions for students who are found not to be eligible after the final transcript has been evaluated.

High School Students

Students still enrolled in high school will be considered for enrollment in certain special programs if recommended by the principal and the appropriate campus department chair and if preparation is equivalent to that required of eligible California high school graduates. Such admission is only for a given program and does not constitute the right to continued enrollment.

Adult Reentry Students

Adult reentry students are expected to meet the requirements for regular admission. However, an applicant who is twenty-five years of age or older may be considered for admission outside of normal parameters if he or she has not been enrolled in college as a full-time student for more than one term during the last five years. Consideration for exceptional admission will be based upon the judgment as to whether or not the applicant is as likely to succeed as a regularly admitted freshman or transfer. This judgment will include an assessment of basic skills in the English language and mathematical computation including, but not limited to, completion of English composition and a transferable college-level math course. Interested adult students should contact the Office of Adult Reentry at (714) 278-3889.

ADMISSION REQUIREMENTS FOR UNDERGRADUATE TRANSFER STUDENTS

You will qualify for admission as a transfer student in a non-impacted major if you have a grade point average of 2.0 (C) or better (2.4 nonresidents) in all transferable units attempted, are in good standing at the last college or university attended (eligible to re-enroll) and meet additional criteria below depending upon your status as a lower-division or upper-division transfer applicant.

Lower-division transfer admission requirements (completed less than 60 transferable college units)

1. Meet the admission requirements for a first-time freshman or have successfully completed necessary courses to make-up deficiencies you had in high school if you did not complete the 15-unit pattern of college preparatory subjects and
2. Meet the eligibility index required of freshmen and
3. Have completed or will complete prior to transfer GE English composition and general education mathematics.

Please note: due to enrollment constraints, the campus may choose not to consider any applicants for admission as lower-division transfers. Please refer to the application filing status area at www.csumentor.edu for current filing information.

Upper-division and transfer admission requirements (completed 60 or more transferable college units)

1. Have completed or will complete prior to transfer at least 30 semester units (45 quarter units) of courses equivalent to general education requirements with a grade of C or better. The 30 units must include all of the general education requirements in communication in the English language (English composition, oral communication and critical thinking) and at least one course of at least 3 semester units (4 quarter units) required in college-level mathematics, or
2. Have completed the Intersegmental General Education Transfer Curriculum (IGETC) including requirements in English communication and mathematical concepts and quantitative reasoning.
3. Have completed the Lower-Division Transfer Pattern by Major (commencing for fall 2006 admission)

Based on Executive Order 918, a system-wide Lower Division Transfer Pattern by Major includes at least 45 baccalaureate-level semester units but no more than 60 baccalaureate-level semester units. This transfer pattern will ordinarily include courses that fulfill the General Education-Breadth or Intersegmental General Education Transfer Curriculum requirements; United States history, Constitution, and American ideals requirements; and major-specific lower-division requirements.

Intrasystem and Intersystem Enrollment Programs

Students enrolled at any CSU campus will have access to courses at other CSU campuses on a space available basis unless those campuses or programs are impacted. This access is offered without students being required to be admitted formally to the host campus and sometimes without paying additional fees. Although courses taken on any CSU campus will transfer to the students' home CSU campus as at least elective credit, students should consult their home campus academic advisers to determine how such courses may apply to their degree programs before enrolling at the host campus.

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California community colleges. Additional information about these programs is available from the Office of Admissions and Records.

CSU Concurrent Enrollment - matriculated students in good standing may enroll at both their home CSU campus and a host CSU campus during the same term. Credit earned at the host campus is automatically reported to the home campus to be included on the student's transcript at the home campus.

CSU Visitor Enrollment - matriculated students in good standing enrolled at one CSU campus may enroll at another CSU campus for one term. Credit earned at the host campus is reported automatically to the home campus to be included on the student's transcript at the home campus.

Intersystem Cross Enrollment - matriculated CSU, UC or community college students may enroll for one course per term at another CSU, UC or community college and request that a transcript of records be sent to the home campus.

ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS

The university is pleased to accept applications from international students. The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" include those who hold U.S. visas as students, exchange visitors, or in other non-immigrant classifications.

The CSU uses separate requirements and application filing dates in the admission of foreign students. Priority in admission is given to residents of California. There is little likelihood of nonresident applicants, including international students, being admitted either to impacted majors or to those with limited openings. Verification of English proficiency (see the section on the TOEFL Requirement for undergraduate applicants),

financial resources, and academic performance are all important considerations for admission. Academic records from foreign institutions must be on file at least 8 weeks before registration for the first term and, if not in English, must be accompanied by certified English translations. Freshman applicants applying directly from overseas should have outstanding academic qualifications and meet TOEFL score requirements.

Applicants who are graduates of foreign secondary schools must have preparation equivalent to that required of eligible California high school graduates. The university will carefully review the previous record of all such applicants and only those with promise of academic success equivalent to that of eligible California high school graduates will be admitted. Undergraduate transfers, who have completed a two-year program in an accredited institution of higher education, with a good academic record and satisfactory TOEFL scores, shall receive priority for admission.

Postbaccalaureate applicants who have completed a bachelor's degree or its equivalent, with a strong academic record, and satisfactory TOEFL scores from an accredited institution may be considered for admission as graduate students.

The university has established deadlines to insure the timely processing of all applications and to enable admitted applicants to make arrangements to reach the U.S. and the campus prior to orientation and registration. Early application is strongly advised due to strong demand for programs. Newly admitted students are required to take an English Placement Examination prior to enrollment in classes (mid-August for fall semester and mid-January for spring semester).

Applications may be submitted according to the following schedule:

For Fall Semester

Apply beginning October 1 of the preceding year. Application must be completed with supporting documents by March 15.

For Spring Semester

Apply beginning August 1 of preceding year. Application must be completed with supporting documents by October 15.

All international student applicants must declare a major field of study when the application is filed. Campus programs of study that receive more applications than spaces are available or have been declared impacted are not open to nonresidents, foreign or domestic.

TOEFL Requirement

All applicants, regardless of citizenship, whose native language is other than English are required to present scores for the Test of English as a Foreign Language (TOEFL) before they can be admitted to the university unless they have attended for at least three years, full-time, an educational institution at the secondary level or above where English is the principal language of instruction. Undergraduate applicants must achieve a score of 500 on the paper-based TOEFL exam or 173 on the computer-based TOEFL; graduate applicants or second B.A. degree applicants a score of 550 on the paper-based exam or 213 on the computer-based TOEFL; graduate music applicants 560 or 220 respectively; MBA applicants 570 or 230 respectively; and graduate TESOL applicants a score of 573 or 230 respectively. Adequate performance on the TOEFL is mandatory for admission.

As circumstances warrant minimum requirements for TOEFL scores may be changed. Current information is available at www.csumentor.edu.

Applicants should obtain the TOEFL Bulletin of Information and registration forms well in advance. Copies of this bulletin and registration forms are often available at American embassies and consulates, offices of the United States Information Service, United States educational commissions and foundations abroad, bi-national centers, and several private organizations. Those who cannot obtain locally a TOEFL Bulletin of Information should write to: Test of English as a Foreign Language, Educational Testing Services, P.O. Box 6151, Princeton, New Jersey, USA, 08541-6151.

Sponsorship

International student applicants must include a statement of financial support accompanied by a bank statement from their sponsor. Students sponsored by an international organization or home government agency must include a letter of scholarship support specifying this university and the students proposed degree and program of study.

Transcripts

Transcripts of all educational documents in languages other than English must be accompanied by translation into English certified by independent agencies. All academic records must be received directly from the issuing institutions and become official records of the university.

Student Visas

International student applicants who are admitted by the university will be issued form I-20 which is used to obtain an F-1 student visa from a U.S. embassy or consulate overseas. Students transferring from a U.S. institution will use form I-20 to apply for transfer authorization through the Immigration and Naturalization Service. Arrival, orientation and registration information from the Office of International Education and Exchange will accompany the admission materials mailed to new students.

Insurance Requirement

Effective August 1, 1995, as a condition of receiving an I-20 or IAP-66 form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the California State University. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and NAFSA: Association of International Educators. The campus president or designee shall determine which insurance policies meet these criteria. Further information may be obtained from the Office of International Education and Exchange.

AMERICAN LANGUAGE PROGRAM

The American Language Program welcomes international students who want to improve their English language skills and prepare for studying in a U.S. college or university. The ALP offers a variety of programs, such as:

(1) Intensive Academic English: This is the main ALP program, supplying 24 hours a week of academic English instruction to prepare students to become successful in a university degree program. Advanced students may take one or more university courses for credit. Conditional admission to Cal State Fullerton is available for all undergraduate majors and most graduate majors.

(2) A Pre-MBA program is available for advanced students who want to prepare to enter the MBA program at Cal State Fullerton. Students may take some elective courses, such as Business English and Writing, GMAT Preparation and TOEFL Preparation. Undergraduate business courses may also be available.

(3) English Language Review classes are offered in the day and evening for university students or working professionals who want to improve their skills for business (Accent Reduction, Business Writing, Grammar Review) or for re-entering the university (TOEFL Preparation, GMAT Preparation).

(4) Short-term programs are available for individuals and groups. Summer and January intensive courses are offered for TOEFL Preparation and EFL Teacher Workshops.

For more information, visit the ALP office on campus in T-14, call (714) 278-2909, e-mail alp@fullerton.edu, or see our website at http://alp.fullerton.edu.

ADMISSION REQUIREMENT FOR POSTBACCALAUREATE AND GRADUATE STUDENTS

See admission information in the "Graduate Regulations" section of this catalog.

CANCELLATION OF ADMISSION

A student admitted to the university for a given semester but who does not register in the specified semester will have the admission canceled. The student must file a new application form when again seeking admission and must follow the complete application procedure and meet the current admission requirements.

READMISSION OF FORMER STUDENTS

A student previously enrolled in the university, planning to return after an absence of more than one semester, must file a new application for admission. Unless a leave of absence was granted, catalog requirements at the time of readmission will apply. Please see the "Stop-Out Policy" section in the University Regulations section of this catalog for further information on applications for readmission.

Former Students in Good Standing

A student who left the university in good standing will be readmitted provided any academic work attempted elsewhere since the last attendance does not change his or her scholastic status. Additionally, students may be required, prior to readmission, to have fulfilled the basic subjects of General Education. Transcripts of the record of any work attempted in the interim are required.

Former Students Who Were on Probation

A student on probation at the close of the last enrollment will be readmitted on probation provided he or she is otherwise eligible. The student must furnish transcripts of any college work taken during the absence.

Former Students Who Were Disqualified

The readmission of a previously disqualified student is by special action only. Consideration for readmission is primarily based on evidence that the student has significantly raised the CSUF grade point average through grades in CSUF's Extended Education program. Any work since disqualification at other accredited institutions affects the cumulative grade point average but not the CSUF grade point average. Appointments are available for counseling regarding the possibilities of readmission or transfer to another institution at (714) 278-2371.

Transfer Credits

EVALUATION OF TRANSFER CREDITS

When a student is admitted, the Office of Admissions and Records will evaluate previous college work in relation to the requirements of Cal State Fullerton. All undergraduate degree candidates will be issued a credit summary or a degree audit report (DARS) during the first semester of attendance that serves as a basis for determining remaining requirements for the student's specific objectives. The admissions office will convert quarter units of credit transferred to the university to semester units by multiplying quarter-unit totals by two-thirds.

Once issued to a student, the evaluation remains valid as long as the student enrolls for the term specified, pursues the objective specified, and remains in continuous attendance. The student will not be held to additional graduation requirements unless such requirements become mandatory as a result of changes in the California Administrative Code or the California Education Code. If the student does not remain in continuous attendance and has not applied for and been granted a formal leave of absence, the evaluation issued upon readmission will specify the remaining requirements for the student's objectives.

In view of the foregoing regulations, the student should notify the Office of Admissions and Records immediately of a change in the objective specified in the evaluation. While the evaluation for a student remains valid, the student is held responsible for complying with all changes in regulations and procedures that may appear in subsequent catalogs.

ACCEPTANCE OF CREDIT

Credit for work completed at accredited institutions, other than course work identified by such institutions as remedial or in other ways as being nontransferable, will be accepted toward the satisfaction of baccalaureate degree and credential requirements at the university within limitations of residence requirements and community college transfer maximums.

TRANSFER OF CREDIT FROM A COMMUNITY COLLEGE

Upper-division credit is not allowed for courses taken in a community college. Credential credit is not allowed for courses in professional occupational education taken in a community college. This does not invalidate credit for preprofessional courses taken at a community college, such as introduction to education, art or design, arithmetic, or music for classroom teachers. After a student has completed 70 units of college credit at a community college, no additional community college units may be accepted for unit credit.

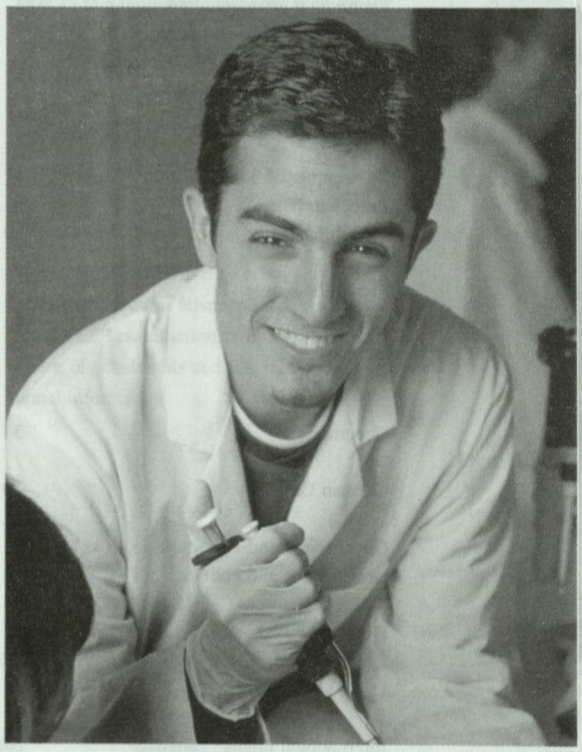
CREDIT BY EXAMINATION

California State University, Fullerton grants credit to those students who pass examinations that have been approved for credit system wide. These include the Advanced Placement Examinations and some CLEP examinations. Students may challenge courses by taking examinations developed at the campus. Credit shall be awarded to those who pass them successfully.

CREDIT BY ADVANCED PLACEMENT

Students who have successfully completed courses in the Advanced Placement Program of the College Entrance Examination Board (defined as receiving a score of 3, 4 or 5) shall be granted credit for each advanced placement course toward graduation, advanced placement in the university's sequence of courses and credit for curriculum requirements.

Cal State Fullerton grants semester units toward its undergraduate degrees for successful completion of examinations (scores of 3 or better) of the Advanced Placement Program of the College Board.



TRANSFER CREDITS

Evaluation of Transfer Credits

Acceptance of Credit

Transfer of Credit From a Community College

Credit by Examination

Credit by Advanced Placement

International Baccalaureate Program

Credit for Extension and Correspondence Courses

Credit for Noncollegiate Instruction

Credit for Prior Learning

College Level Examination Program

AP Exam Title	Units	Credit	General Education	Exemption
Art Studio-Drawing Portfolio	3	ART 107A	GE III.B3	
Art Studio-Portfolio	3	ART 103	GE III.B3	
Art History	3	ART 201A	GE III.B1	
Biology	3	BIO 101	GE III.A2c	
Chemistry - score of 3	4	CHEM 115[2]	GE III.A2a	
- score of 4 or 5	5	CHEM 120A[3]	GE III.A2a	
Computer Science A	3	CPSC 121[4]	—	
Computer Science AB	6	CPSC 121[4]	—	
		CPSC 131[4]	—	
Economics: Microeconomics	3	ECON 201	GE III.C1	
Economics: Macroeconomics	3	ECON 202	GE III.C2	
English Language and Composition	6	ENGL 101 (3)	GE I.B	EPT
		ENGL 105 (3)	GE III.B3	
English Literature and Composition	6	ENGL 101 (3)	GE I.B	EPT
		ENGL 200 (3)	GE III.B2	
Environmental Science		N/A	N/A	—
European History	3	HIST 110B	GE II.A	
French Language	10	FLFR 101 (5)	GE III.B2	
		FLFR 102 (5)		
French Literature				
Score of 3 or 4	8	FREN 102 (5)	G.E. III.B.2	
		FREN 203 (3)	G.E. III.B.2	
Score of 5	5	FREN 204 (3)	G.E. III.B.2	
		FREN 214 (2)	G.E. III.B.2	
Geography	3	GEOG 160 (3)	GE III.C2	
German Language	10	FLGM 101 (5)	GE III.B2	
		FLGM 102 (5)	GE III.B2	
Government and Politics: U.S.	3	POSC 100[1]	GE II.B2	
Government and Politics: Comparative	3	Elective		—
History: United States	3	HIST 180	GE II.B1	
Latin: Vergil	N/A	N/A		—
Latin: Literature	6	Complete 6 units in G.E. III.B.2	G.E. III.B.2	
International English Language	N/A	N/A		—
Mathematics/Calculus AB	4	MATH 150A	GE III.A1	ELM
Mathematics/Calculus BC	8	MATH 150AB (8)	GE III.A1	ELM
Subscore	4	MATH 150A (4)		
Music Theory	3	MUSC 100	GE III.B1	
Physics B	6	PHYS 211 (3)[5]	GE III.A2a	
		PHYS 212 (3)[5]	GE III.A3	
Physics C Mechanics	3	PHYS 225	GE III.A2a	
Physics C Electricity & Magnetism	3	PSYC 101	GE III.C1	
Spanish Language	10	FLSP 101 (5)	GE III.B2	
		FLSP 102 (5)	GE III.B2	
Statistics	3	MATH 120	GE III.A1	ELM
Spanish Literature				
Score of 3 or 4	6	SPAN 102 (3) and	G.E. III.B.2	
		SPAN 201 (3) or	G.E. III.B.2	
		SPAN 203 (3)	G.E. III.B.2	
Score of 5	6	SPAN 204 (3)	G.E. III.B.2	
		SPAN 214 (3)	G.E. III.B.2	

[1] To meet the state requirement, you must take POSC 300 in GE III.C2.

[2] Must take CHEM 120A if you plan to take an additional course for which CHEM 120A is a prerequisite.

[3] May enroll in CHEM 120B or CHEM 125.

[4] Consult the Department of Computer Science.

[5] To complete requirements for PHYS 211, 212, you must successfully complete two units of PHYS 211L and 212L laboratory at CSUF.

INTERNATIONAL BACCALAUREATE PROGRAM

California State University, Fullerton recognizes the high scholastic quality of the International Baccalaureate Diploma Program. High school graduates who have participated in the program are encouraged to apply for admission, and those who have received the International Baccalaureate Diploma will be given special consideration for admission. Advanced placement and/or university credit for International Baccalaureate subject examinations may be awarded at the discretion of individual departments.

For example for a grade of 4 or better, the Departments of Modern Languages and Literatures and Mathematics award credit in the following manner:

Foreign Languages. Subject to a successful oral interview with two CSUF instructors of the target languages, and upon their recommendation:

Higher-Level Language B:

- Waiver of appropriate lower-division requirements
- 3 to 12 units of upper-division language credit
- Waiver of appropriate lower-division requirements
- 0 to 6 upper-division language credit (if 0 upper division is awarded, a minimum of 6 units of 200-level credit is recommended.)

Mathematics

Higher Level:

- two semesters of Calculus (Math 150A and Math 150B)

Subsidiary Level:

- one semester of Calculus (Math 150A or equivalent).

CREDIT FOR EXTENSION AND CORRESPONDENCE COURSES

The maximum amount of credit through correspondence and extension courses that may be allowed toward the bachelor's degree is 24 units, if otherwise applicable.

CREDIT FOR NON-COLLEGIATE INSTRUCTION

Cal State Fullerton grants undergraduate degree credit for successful completion of non-collegiate instruction, either military or civilian, appropriate to the baccalaureate, that has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The number of units allowed is those recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs. Students who have at least one year of active military service may be granted 4-12 units of undergraduate credit.

CREDIT FOR PRIOR LEARNING

California State University, Fullerton grants up to 30 units of undergraduate credit for learning, knowledge or skills-based experience that has been documented and evaluated at a community college, according to campus policy. Requests for Credit for Prior Learning will be evaluated individually.

COLLEGE LEVEL EXAMINATION PROGRAM

The university shall accept three semester units of credit for each of the following College Level Examination Program (CLEP) examinations, subject to achievement of the scores indicated, provided the examination was not taken previously within one calendar year and that degree credit has not been granted for previous course work at the equivalent or at a more advanced level than for the examination in question.

Examination	*Passing score*
College Algebra-Trigonometry	49
Introductory Calculus and Analytic Geometry	48
Statistics	49
General Chemistry	48

Cal State Fullerton may be able to grant additional credit or advanced standing based upon CLEP examination results. Contact the Office of Admissions and Records for additional information.



registration

Registration Information



REGISTRATION INFORMATION

- Orientation
- Registration
- Computerized Records System
- Controlled Entry Classes
- Late Registration
- Changes in Program After Registration
- Concurrent Enrollment Outside the CSU System
- Enrollment at Other CSU Campuses
- Visitor Enrollment
- Auditors
- Disabled Students
- Veterans
- Summer Session

ORIENTATION

Opportunities are provided for new students to obtain information relating to academic programs, student services and activities, and other aspects of university life. Information about specific programs is published separately. For first-time freshmen, New Student Orientation (NSO), including academic advising and registration, is required.

REGISTRATION

Class Schedule

A complete listing of courses offered will be found in the Class Schedule published prior to the start of each semester. This publication, which may be purchased in the Titan Bookstore, also includes detailed information pertaining to the semester including class enrollment and fee payment procedures. Class schedule information is also available on the university website www.fullerton.edu.

It is important that students familiarize themselves not only with the academic policies stated in this catalog but also with the requirements and procedures in the Class Schedule as both are used in the selection of classes for the semester.

Registration

Registration involves two steps: class enrollment and fee payment, and may be accomplished through TITAN, Cal State Fullerton's Touchtone Information Telecommunications Access Network, or through TITAN Online, CSUF's Internet Web-based registration process. Students can register from home, work or on campus before the semester starts, or through late registration during the first week of instruction using the TITAN telephone system at (714) 278-7902 or the TITAN online Web site. Students who need assistance with registration may call the TITAN Helpline at (714) 278-7601.

Registration does not become official until all fees have been paid.

COMPUTERIZED RECORDS SYSTEM

The student records system, including the registration process, is computerized. It is a fact of life in a large institution such as Cal State Fullerton that computerization is essential. Thus, there are requirements for data forms, code numbers, student identification numbers and for meeting precise criteria for recording data, which introduce impersonal elements in the student records system. Despite these conditions, every effort is made to provide courteous, efficient and personalized service to students and the entire university community. To assist in providing this service, students are urged to be careful and accurate in preparing forms, especially the telephone/Web registration worksheet. Accurate preparation of information will assure each student of records that are as error-free as possible.

CONTROLLED ENTRY CLASSES

In general, all courses listed in the semester class schedule shall be available to all matriculated students except for appropriate academic restrictions as stated in the schedule and the catalog. These restrictions, including special qualifications and other academic limitations, on class entry shall be published in the Class Schedule as appropriate footnotes to the designated class or class section and are usually consistent with the catalog.

LATE REGISTRATION

The last day to register for each semester will be announced in the Class Schedule. Late registrants will find themselves handicapped in arranging their programs and must pay a $25 late registration fee in addition to regular fees.

CHANGES IN PROGRAM AFTER REGISTRATION

Each student is responsible for the program of courses listed at registration. Changes may be made thereafter only by following procedures announced in the Class Schedule.

Students may drop classes and add classes to their programs of study during the first two weeks of instruction (the specific deadline is printed in the Class Schedule each semester). After the second week of instruction, the university expects students to complete all courses in which they are enrolled. If students must withdraw after the deadline for dropping classes published in the Class Schedule, they are subject to the withdrawal policy contained in the "University Regulations" section of this catalog. In all instances, dropped classes must be officially dropped by the student; students not attending class are not dropped automatically.

CONCURRENT ENROLLMENT OUTSIDE THE CSU SYSTEM

A student enrolled at the university may enroll concurrently for additional courses at another institution outside the CSU system without advance written approval from the student's academic adviser or the Office of Admissions and Records. Students are reminded that the study load in the proposed combined program of study may not exceed the maximum number of units authorized at this university.

ENROLLMENT AT OTHER CSU CAMPUSES

Fullerton students may enroll at other campuses of The California State University either while concurrently enrolled at Cal State Fullerton or as visitors. There are certain eligibility requirements and enrollment conditions that must be met, including completion of at least one semester at Cal State Fullerton and being in good academic standing. Information and application forms may be obtained from the Office of Admissions and Records.

VISITOR ENROLLMENT

Students enrolled at other campuses of The California State University may enroll at Cal State Fullerton while concurrently enrolled at their home campus or as visitors. Information about eligibility requirements, enrollment conditions and application forms are available from the Office of Admissions and Records at the home campus.

AUDITORS

A properly qualified student may enroll in classes as an auditor. The student must meet the regular university admission requirements and must pay the same fees as other students. See the description of Audit in the "University Regulations" section of this catalog under "Administrative Symbols."

DISABLED STUDENTS

Disabled students who require assistance should consult with Disabled Student Services prior to the announced semester registration period so that special arrangements can be made.

VETERANS

California State University, Fullerton is approved by the Bureau of School Approvals, State Department of Education, to offer programs to veterans seeking benefits under state and federal legislation. All students seeking veterans' benefits must have a degree or credential objective.

SUMMER SESSION

As of summer 2001, the State of California has chosen to support summer classes in approximately the same way that it supports fall and spring semester classes. As a result, matriculated students who are California residents may expect to pay a State University Fee for summer instruction that is noticeably lower than the fee-supported prices experienced in prior years. Non-matriculated students may register for classes on a space-available basis via Open University enrollment through University Extended Education described elsewhere in this catalog.

From time to time, it may be necessary to offer summer courses on a fee-based cost recovery basis.

Class schedules and other information concerning summer session will be available from University Extended Education or the Admissions and Records Service Center.

Fee Information



FEE INFORMATION

Application Fee
State University Fee
Nonresident and Foreign Visa Students
Category I Fees
Category II Fees
Category III Fees
Category IV Fees
Alan Pattee Scholarships
Fee Payment
ID Card
Waiver of Fees
Refund of Fees
Parking Fees
Typical Student Expenses
State University Fee
Associated Students Fee
Miscellaneous Course Fees
Average Support Costs and Sources of Funds

FEE INFORMATION

Tuition is not charged to legal residents of California. Following are the fees and nonresident tuition in effect at the time of catalog preparation. (Fees are subject to change without notice.)

Fees charged to students, including students auditing a class, are categorized as "Category I," "Category II," "Category III" or "Category IV." All fee amounts may change without advance notice. Students should refer to the current Class Schedule or www.fullerton.edu/titanonline for fee amounts and for up-to-date information.

APPLICATION FEE

(nonrefundable)

Payable online with application at http://www.csumentor.edu/via credit card, or by check or money order at time application is made ..... $ 55

STATE UNIVERSITY FEE (Per Semester)

Undergraduate

0 to 6 units ..... $ 732
6.1 or more units $1,260

Credential

0 to 6 units $849
6.1 or more units $1,461

Graduate

0 to 6 units $900
6.1 or more units $1,551

NONRESIDENT AND FOREIGN VISA STUDENTS

Nonresident tuition fee (in addition to fees charged to all students) per unit $339

The total nonresident tuition paid per term will be determined by the number of units taken. The maximum nonresident tuition per academic year (as of 2005-06) is $10,170.

CATEGORY I FEES

Category I Fees are required to apply to, enroll in, attend, and to graduate from Cal State Fullerton. They include, but are not limited to, the CSU Application Fee, costs assessed per semester such as the State University Fee and those associated with the operation of the student union, Associated Students, Inc. programs and services, on-campus health services and specific courses.

CATEGORY II FEES

Nonresident and foreign students pay a per-unit tuition fee each semester, in addition to fees charged to all students. Tuition is not charged to legal residents of California.

CATEGORY III FEES

Category III Fees are defined as fees other than Category I fees, paid to receive materials, services, or for the use of facilities provided by the university, or to enroll in a course offered through a self-support instructional program.

CATEGORY IV FEES

Category IV Fees or deposits are required to reimburse the university for additional costs resulting from dishonored payments, late submissions, misuse of property, or as a security or guarantee. They include, but are not limited to, late registration, failure to meet an administrative deadline, late installment payments, returned checks, and late library returns.

ALAN PATTEE SCHOLARSHIPS

Children of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties are not charged fees or tuition of any kind at any California State University campus, according to the Alan Pattee Scholarship Act, Education Code Section 68120. Students qualifying for these benefits need to contact the Admissions/Registrar's Office, which determines eligibility.

FEE PAYMENT

Online (ACH) checking from savings or checking accounts, VISA, MasterCard, American Express, Discover credit cards or TitanCard may be used for payment of student fees. Payments can be made at www.fullerton.edu/titanonline or at (714) 278-2121.

ID CARD

The campus ID card, the TitanCard, incorporates multiple applications into a single card. The TitanCard, which bears the user's photograph, signature and CSUF logo, is designed to be the student's permanent ID card with electronic validation occurring each semester of enrollment. The card permits easy access to university facilities and services including the Pollak Library, recreation activities, several Student Affairs offices, Athletic ticket office, Titan Shops, dining and vending services, computer labs, student elections, etc. TitanTender is the debit account portion of the TitanCard, reducing the need to carry cash on campus. The card can also serve as a long distance calling card and ATM card.

WAIVER OF FEES

The California Education Code includes provisions for the waiver of mandatory systemwide fees as follows:

Section 68120 - Children and surviving spouses/registered domestic partners of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties (referred to as Alan Pattee Scholarships);

Section 66025.3 - Qualifying children, spouses/registered domestic partners, or unmarried surviving spouses/registered domestic partners of a war period veteran of the U.S. military who is totally service-connected disabled or who died as a result of service-related causes; children of any veteran of the U.S. military who has a service-connected disability, was killed in action, or died of a service-connected disability and meets specified income provisions; any dependents or surviving spouse/registered domestic partner who has not remarried of a member of the California National Guard who in the line of duty and in active service of the state was killed or became permanently disabled or died of a disability as a result of an event while in active service of the state; and undergraduate students who are the recipient of or the child of a recipient of a Congressional Medal of Honor and meet age and income restrictions; and

Section 68121 - Students enrolled in an undergraduate program who are the surviving dependent of any individual killed in the September 11, 2001, terrorist attacks on the World Trade Center in New York City, the Pentagon building in Washington, D.C., or the crash of United Airlines Flight 93 in southwestern Pennsylvania, if the student meets the financial need requirements set forth in Section 69432.7 for the Cal Grant A Program and either the surviving dependent or the individual killed in the attacks was a resident of California on September 11, 2001.

Students who may qualify for these benefits should contact the Admissions/Registrar's Office for further information and/or an eligibility determination.

REFUND OF FEES

Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in Section 41802 of Title 5, California Code of Regulations. For purposes of the refund policy, mandatory fees are defined as those systemwide fees and campus fees that are required to be paid in order to enroll in state-supported academic programs at the California State University. Refunds of fees and tuition charges for self-support programs at the California State University (courses offered through extended education) are governed by a separate policy established by the university.

In order to receive a full refund of mandatory fees [less non-refundable fees ($11) and processing fees ($5)], including nonresident tuition, a student must cancel registration or drop all courses prior to the first day of instruction for the term. Information on procedures and deadlines for canceling registration and dropping classes is available in the Class Schedule or from Student Financial Services.

For state-supported semesters, quarters, and non-standard terms or courses of four (4) weeks or more, a student who withdraws during the term in accordance with the university's established procedures will receive a refund of mandatory fees, including nonresident tuition, based on the portion of the term during which the student was enrolled. No student withdrawing after the 60 percent point in the term will be entitled to a refund of any mandatory fees or nonresident tuition.

For state-supported semesters, quarters, and non-standard terms or courses of less than four (4) weeks, no refunds of mandatory fees and nonresident tuition will be made unless a student cancels registration or drops all classes prior to the first day in accordance with the university's established procedures and deadlines.

Students will also receive a refund of mandatory fees, including nonresident tuition, under the following circumstances:

- The tuition and mandatory fees were assessed or collected in error;
- The course for which the tuition and mandatory fees were assessed or collected was cancelled by the university;

- The university makes a delayed decision that the student was not eligible to enroll in the term for which mandatory fees were assessed and collected and the delayed decision was not due to incomplete or inaccurate information provided by the student; or
- The student was activated for compulsory military service.

Students who are not entitled to a refund as described above may petition the university for a refund demonstrating exceptional circumstances and the chief financial officer of the university or designee may authorize a refund if he or she determines that the fees and tuition were not earned by the university.

Information concerning any aspect of the refund of fees may be obtained from the Office of the Registrar or Student Financial Services.

PARKING FEES

Semester pass (non-reserved spaces):
Regular and limited students
(4-wheeled vehicle)..... $144.00
($144.00 effective fall 2004)
Regular and limited students
(2-wheeled vehicle).....$ 13.50
Daily parking permit.....$ 5.00/day
($ 5.00/day effective July 2005)
Summer session
(4-wheeled vehicle)..... .$96.00
($96.00 summer 2005)
Summer session
(2-wheeled vehicle)..... $9.00

TYPICAL STUDENT EXPENSES

Typical school year budgets for California residents living at home or making other housing arrangements will vary widely. It is estimated that, including a $4,700 yearly allowance for room and board and $400 for books and supplies, the total cost will approximate $7,600 for an unmarried person. Nonresident students must also allow for nonresident tuition in addition to those fees listed above.

STATE UNIVERSITY FEE

The State University Fee provides financing for the following student services:

1. Social and Cultural Development Activities. Provides for the coordination of various student activities, student organizations, student government and cultural programs.
2. Counseling. Includes the cost of counselors' salaries and clerical support, plus operating expenses and equipment.
3. Testing. Covers the cost of test officers, psychometrists, clerical support, operating expenses and equipment.
4. Placement. Provides career information to students and faculty for academic program planning and employment information to graduates and students.
5. Financial Aid Administration. Includes the cost of the counseling and business services provided in connection with the financial aid programs.
6. Health Services. Provides health services to students and covers the cost of salaries of medical officers and nurses and related clerical and technical personnel, as well as operating expenses and equipment.
7. Housing. Supports personnel who provide housing information and monitor housing services available to students.
8. Student Affairs Administration. Covers 50 percent of the cost of the Office of the Vice President for Student Affairs, which has responsibility for the overall administration of student services.

ASSOCIATED STUDENTS FEE

The law governing the California State University provides that fees defined as mandatory, such as a *student body association fee* and a *student body center fee*, may be established. A student body association fee must be established upon a favorable vote of two-thirds of the students voting in an election held for this purpose (Education Code, Section 89300). A *student body center fee* may be established only after a fee referendum is held which approves by a two-thirds favorable vote the establishment of the fee (Education Code, Section 89304). The Associated Students Fee was established at Cal State Fullerton by student referendum in December 1959. The campus president may adjust the same fee only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose (Education Code, Section 89300). The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus president containing the signatures of 10 percent of the regularly enrolled students at the university. Once bonds are issued, authority to set and adjust the Associated Students Fee is governed by provisions of the State University Revenue Bond Act of 1947, including, but not limited to, Education Code, sections 90012, 90027, and 90068. The Associated Students Fee supports a variety of cultural and recreational programs, childcare centers, and special student support programs.

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and a student referendum. The campus president may use alternate consultation mechanisms if he/she determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus president. The president may also request the chancellor to establish the mandatory fee.

MISCELLANEOUS COURSE FEES

A $12.00 per semester "Consolidated Course Fee" includes all individual miscellaneous course fees other than those for travel and field trip expenses, event and facility admissions, sports equipment and musical instruments (including rentals). This fee will be charged as part of the "basic fees" due on or before the pertinent registration fee deadline. Course fees not covered by the Consolidated Course Fee are listed and described in the "Footnotes" sections that follow the class listings in the Class Schedule. Information as to the amount and payment of these fees will be provided before or on the first day of classes. For questions concerning the Consolidated Course Fee, please contact Student Financial Services at sfs@fullerton.edu.

AVERAGE SUPPORT COST PER FULL-TIME EQUIVALENT STUDENT AND SOURCES OF FUNDS

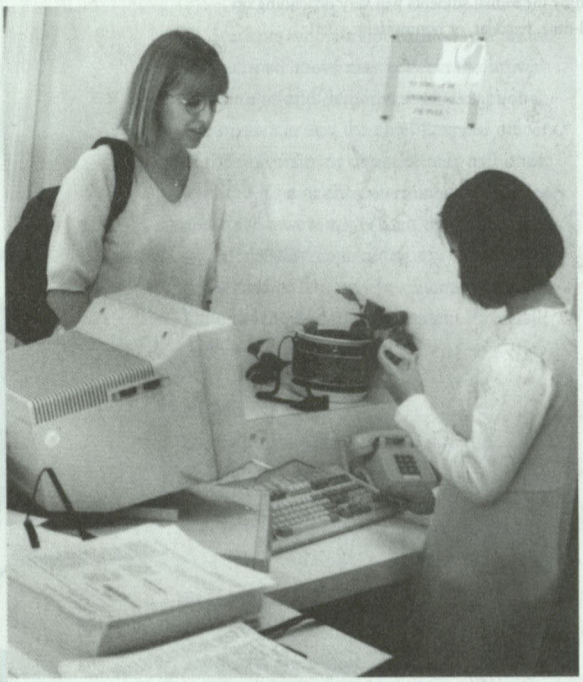
The total support cost per full-time equivalent student includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of full-time equivalent students (FTES). The total CSU 2004/05 final budget amounts were $2,447,958,000 from state General Fund appropriations (not including capital outlay funding), $902,669,000 from State University Fee Revenue, $208,629,000 from other fee revenues, and $184,709,000 from reimbursements for a total of $3,743,965,000. The number of projected 2004/05 full-time equivalent students (FTES) is 324,120. The number of full-time equivalent students is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student's academic load).

The 2004/05 average support cost per full-time equivalent student based on General Fund appropriation and State University Fee revenue only is $10,338 and when including all sources as indicated below is $11,433. Of this amount, the average student fee support per FTE is $2,985, which includes all fee revenue in the state higher education fund (e.g., State University Fee, nonresident tuition, application fees, miscellaneous course fees).

2004/05	Amount	Average Cost per FTE Student	Percentage
Total Support Cost	$ 3,743,965,000	$11,433	100%
• State Appropriation	2,447,958,000	7,553	65%
• Student Fee Support[1]	1,111,298,000	2,985	30%
• Reimbursements	184,709,000	545	5%

[1]Student fee support represents fee revenue deposited in the State Treasury/state higher education fund. The average CSU 2004/05 academic year, resident, undergraduate student fees required to apply to, enroll in, or attend the university is $2,916. However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.

Financial Aid



FINANCIAL AID OFFICE
University Hall 146
(714) 278-3125

FINANCIAL AID

Eligibility Requirements
Scholarships and Institutional Grants
State Grants
Federal Programs
Application Periods
Rights and Responsibilities of Students Receiving Aid
Satisfactory Academic Progress Standards
Refund Policy
Fee Refunds and Return of Title IV Funds

INTRODUCTION

Financial Aid refers to a wide variety of programs designed to assist students in meeting the cost of attendance at California State University, Fullerton. These programs include gift aid in the form of scholarships and grants which do not require repayment or performance of work; student loans, which require repayment over a period of time at a specified interest rate; and employment programs through Federal Work-Study. The Emergency Loan program also provides students with resources to meet unusual or unexpected emergencies through a short-term loan.

Students who have specific questions regarding financial aid or who would like further information should contact the Office of Financial Aid.

ELIGIBILITY REQUIREMENTS

The following eligibility requirements apply to financial aid programs except emergency loans and scholarships.

To be considered eligible for most student aid programs, the demonstration of financial need is one of the primary requirements. However, alternate forms of financial assistance such as scholarships, emergency loans and parental loan programs should also be explored since many of these alternate sources of aid do not necessarily require the demonstration of financial need. Financial need is the difference between the reasonable and approved costs incurred by a student at CSUF and all of the resources available to the student, including contributions from parents, student (and spouse, if applicable), and other aid the student may be eligible to receive. The university uses a nationally accepted formula developed by the federal government in determining the family contribution. In addition to demonstrating financial need, all applicants for federal student financial assistance must meet the following eligibility requirements:

1. be a U.S. citizen, national or permanent resident of the U.S. Eligible students also include citizens of the Marshall Islands and permanent residents of the Trust Territories, as well as other eligible non-citizens who can document their status in the United States as other than for a temporary purpose;
2. be admitted to or enrolled on at least a half-time basis in a program of study leading to a degree, certificate or recognized credential offered by the institution. (Graduate students pursuing prerequisites required to gain admission to a graduate program may be eligible only for the Stafford loan, and the annual limit will be reduced);
3. maintain satisfactory academic progress in the course of study according to the standards and practices of the university;
4. not be in default on any loan made from a student loan fund and not owe a refund on grants previously received for attendance at any college or university;
5. complete a Free Application for Federal Student Aid (FAFSA), and submit all documentation requested by the Office of Financial Aid;
6. be registered for the Draft with the Selective Service or certify that he/she is not required to register. The federal Military Selective Service Act (the "Act") requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public postsecondary institution.

Selective Service registration forms are available at any U.S. Post Office, and many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available and the registration process may be initiated online at http://www.sss.gov;

7. have a Social Security number; and
8. have a high school diploma or recognized equivalent.

SCHOLARSHIPS AND INSTITUTIONAL GRANTS

Scholarships

Scholarships and awards should not be viewed as another form of financial aid, even though many scholarships do take financial need into consideration during the review process. They are given to honor outstanding achievement. Many scholarships are available to all students and are known as university scholarships. Other scholarships have special objectives and may be awarded to students pursuing selected majors, students with certain career goals, or to those living in certain geographic areas. In accordance with the laws of the State of California, CSUF is committed to providing equal opportunities to all students without regard to their race, ethnicity, gender or national origin.

Most scholarship applications are due the last weekday in February. Generally, the recipients are selected during the spring semester and the funds are awarded the next academic year. Full details regarding scholarship requirements and application deadlines can be found at www.fullerton.edu/financialaid. You will need to click on the scholarship icon.

Educational Opportunity Program Grant (EOPG)

The Educational Opportunity Program Grant of the California State University system is available to undergraduate students who are residents of California and who are officially enrolled in EOP (contact the EOP Office for program enrollment procedures). EOP grants range from $200 to $800 per year.

State University Grant (SUG)

The State University Grant of the California State University system is available for graduate and undergraduate students who are residents of California. All applicants who file a FAFSA will be considered for this grant.

STATE GRANTS

Cal Grant A, B & T

The State of California, through the California Student Aid Commission, administers grant programs for undergraduates seeking a post-secondary education. To qualify for Cal Grant A or B, a student must be a California resident attending an eligible school or college within the State, must be making satisfactory academic progress, and must not owe a refund on any State or Federal grant or have defaulted on a student loan.

Applicants for Cal Grant funds are required to complete a Free Application for Federal Student Aid (FAFSA) no later than March 2 prior to the fall semester for which the grant will be used. First-time applicants must verify their GPA by March 2. CAL Grant T applicants must be accepted into a credential program.

Cal Grants A and T are designed to assist low- and middle-income students with the cost of tuition and fees. Recipients are selected on the basis of financial need and grade point average. This grant is to be used for registration fees but may not cover full fees.

Cal Grant B is designed to provide very low-income students with a living allowance. In addition, Cal Grant B recipients may also receive assistance with tuition and fee costs. First-year students receiving Cal Grant B will generally receive a living allowance up to a maximum of $1,551 for the academic year. During their 2nd, 3rd and 4th year of post-secondary education, Cal Grant B recipients will receive the living allowance in addition to tuition and fee assistance.

FEDERAL PROGRAMS

Federal Pell Grant

The Federal Pell Grant program is the largest of all federal student grant programs and is the "foundation" of all forms of student assistance. Pell Grants are available to undergraduates who have not already obtained a bachelor's degree. The amount of the grant is based on financial need and ranges from $400 to $4,050 for students enrolled full-time. Part-time undergraduates are also eligible. Students may apply by completing a Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant supplements other forms of financial assistance offered to an eligible student. Applicants must meet all other eligibility requirements. Although designed to meet the needs of undergraduate students with the greatest amount of need, FSEOG funds are provided to schools and colleges by the federal government, and awards to students are made according to the school's awarding practices. Priority in awarding FSEOG funds must be given to Pell Grant recipients. Award amounts to CSUF students range from $100 to $800.

Federal Perkins Loans

Federal Perkins Loans are low-interest loans (5 percent interest) available to undergraduate and graduate students. Based on their demonstrated financial need, students may borrow up to $4,000 each academic year and up to a maximum borrowing limit of $20,000 for completing an undergraduate degree. The combined borrowing limit for completion of undergraduate and graduate study is $40,000. Students borrow through the Federal Perkins Loan program at their school or college, and availability of funds is dependent on repayment of the school's previous borrowers and annual federal allocations to the program. Generally, loan amounts range from $200 to $2,400. Interest does not accrue on the loan, and there is no repayment while the student is enrolled at least half-time. Repayment begins nine months following graduation, withdrawal, or enrollment below half-time status.

Federal Work-Study

The Federal Work-Study program provides students with employment opportunities both on and off campus. Eligibility for the program is determined by the school or college based on the student's demonstrated financial need. Students awarded Work-Study receive an allocation of funds to be earned through part-time employment with an approved employer. The hourly wage will depend on the type of job and placement

assistance is provided by the school or college. Students can take advantage of this employment opportunity to work in areas related to their studies or to perform community service work to minimize their student loan borrowing. Undergraduates and graduate students are eligible to participate in the program.

Federal Stafford Student Loan

The Stafford Student Loan is a long-term loan made to students by banks, savings and loan associations and credit unions. The loans are guaranteed by the State of California and insured by the federal government.

The federal government pays interest on the loan while the student is in school.

Six months following graduation, withdrawal or less than half-time enrollment, borrowers begin repayments.

Stafford Student Loan borrowers will be required to repay the loan at a variable interest rate set annually. The interest rate will be based on the 91-day T-bill rate plus 3.10 percent and capped at 9 percent.

First-year students are eligible to borrow up to $2,625 annually, second-year students may borrow up to $3,500, and other undergraduates will be limited to $5,500 annually. Students enrolled in a program of study for less than one academic year will have their loan eligibility prorated based on the length of the program. The aggregate loan limit for an undergraduate will be $23,000.

Graduate students will be eligible to borrow up to $8,500 annually with an aggregate borrowing limit of $65,500 including undergraduate loans.

Federal Unsubsidized Stafford Student Loan

Students who do not demonstrate sufficient financial need to borrow under the regular Stafford Student Loan program may borrow under the unsubsidized Stafford Loan. Students may borrow within the loan limits and at the same interest rates as the regular Stafford loan program. With the exception of demonstrating financial need, borrowers must meet all eligibility criteria of the regular Stafford loan.

Borrowers will pay a combined origination and insurance premium of 4 percent which will be deducted from the loan checks. Interest payments must begin immediately after the loan is disbursed or may be added to the principal balance. Regular repayment begins six months after the borrower graduates or is no longer enrolled at least half-time.

Federal PLUS Parent Loans

The PLUS program is a loan designed to assist parents in meeting the educational costs of their dependents. The parent is the borrower and is responsible for repayment of the loan. The PLUS program is designed for families who generally do not qualify for other forms of financial assistance and who can meet the additional burden of loan payments.

Parents who do not have an adverse credit history may be eligible to borrow up to the total cost of the student's education, minus any other financial aid received by the student. The PLUS interest rate is variable, up to a maximum interest rate of 10 percent. Repayment of the loan begins within 60 days of the disbursement of the loan. Parents must repay both interest and principal and should check with their lender concerning deferment options.

APPLICATION PERIODS

March 2 is the deadline for priority processing for the following academic year. Consult with the Office of Financial Aid for more specific deadlines.

Emergency Loans

Emergency loans are available from the first day of classes until 30 days before the end of the semester.

Scholarships

Applications for scholarships are due in the Office of Financial Aid by late February. Students should contact the Office of Financial Aid for an application in mid-January.

Bureau of Indian Affairs Grants

Consult with the BIA for exact dates. The application deadline is usually in mid-June.

All Other Aid

Priority is given to FAFSA applications mailed between January 1 and March 2 for the next academic year.

RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING AID

Rights

All students are entitled to and are guaranteed fair and equitable treatment in the awarding of financial aid. In addition, there shall be no discrimination of any kind. Appeals procedures exist for anyone who feels that a violation has occurred; consult with the director of financial aid for details.

All students have the right to receive full and open information about various financial aid programs and the status of their eligibility. In addition, they have the right to know the selection and review processes used in awarding financial aid.

All students have the right to know the costs of attending the institution, the refund policies in case of withdrawal from the university, the academic programs offered by the university, the faculty and physical facilities of the institution, and data regarding student retention at the university.

The following information concerning student financial assistance may be obtained from the Director of Financial Aid, University Hall 146, phone: (714) 278-3125:

1. Student financial assistance programs, including state grants, available to students who enroll at CSU, Fullerton;
2. The procedures and forms by which application for student financial assistance is made;
3. The student eligibility requirements for financial assistance and the criteria used in determining how financial assistance is distributed among eligible applicants who enroll at CSU, Fullerton;
4. The right and responsibilities of receiving financial assistance, including aid provided under federal Title IV Student assistance programs, and criteria for continued student eligibility under each program;
5. The standards the student must maintain to be considered to be making satisfactory progress for the purpose of establishing and maintaining eligibility for financial assistance, and the criteria to reestablish eligibility;
6. The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
7. The terms of any loan received as part of the student's financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
8. The general conditions and terms applicable to any employment provided as part of the student's financial aid package;
9. The responsibility of CSU Fullerton for providing and collecting exit counseling information for all student borrowers under the federal student loan programs; and

10. The terms and conditions for deferral of loan payments for qualifying service under the Peace Corps Act, the Domestic Volunteer Service Act of 1973, or comparable volunteer community service.

Information concerning the cost of attending California State University, Fullerton, is available from the director of Financial Aid, University Hall 146, phone: (714) 278-3125:

1. Fees and tuition (where applicable);
2. Estimated costs of books and supplies;
3. Estimates of typical student room and board costs and typical commuting costs;
4. And if requested, additional costs for specific programs.

All students are entitled to have the right to receive full and open information about various topics as provided by law. The following information may be obtained from departments as indicated:

1. Information regarding special facilities and services available to students with disabilities may be obtained from the Disabled Student Services Office, University Hall 101 or by calling (714) 278-3117.
2. Information concerning CSU, Fullerton policies, procedures and facilities for students and others to report criminal actions or other emergencies occurring on campus may be obtained from the Department of Public Safety, Temporary 1200, at (714) 278-2515.
3. Information concerning CSU, Fullerton annual campus security report may be obtained from the Department of Public Safety, Temporary 1200, at (714) 278-2515 or referencing police.fullerton.edu on the Web.
4. Information concerning the prevention of drug and alcohol abuse and rehabilitation programs may be obtained from the health educator in the Student Health Center, at (714) 278-2800.
5. Information regarding student retention and graduation rates at CSU, Fullerton and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest may be obtained from the Office of Institutional Research and Analytical Studies in McCarthy Hall 136.
6. Information concerning athletic opportunities available to male and female students and the financial resources and personnel that CSU, Fullerton dedicates to its men's and women's teams may be obtained from the Athletic Department, Titan House, at (714) 278-3058.
7. Information concerning grievance procedures for students who feel aggrieved in their relationships with the university, its policies, practices and procedures, or its faculty and staff may be obtained from the Vice President for Student Affairs Office, Langsdorf Hall 805, at (714) 278-3221.
8. Information concerning teacher preparation programs at CSU Fullerton, including the pass rate on teacher certification examinations, may be obtained from the data analyst in the College of Education, EC-190, at (714) 278-3411.

Responsibilities

All financial aid recipients agree to carry and complete a specific number of units each semester, report graduation or withdrawal from the university and to notify the Office of Financial Aid of any changes in their financial or marital status.

Recipients of financial aid must use the funds only to meet education costs. Any other use of the funds is prohibited by law.

Students who are receiving financial aid must maintain satisfactory academic progress. See the section below for details.

SATISFACTORY ACADEMIC PROGRESS STANDARDS

All students, including financial aid recipients, must maintain scholastic academic progress as outlined in the California State University, Fullerton catalog.

Federal and state regulations governing student financial aid programs require the university to ensure that each student who is receiving financial aid maintains satisfactory academic progress (SAP) toward a degree objective. These regulations allow the institution to set the standards of SAP as long as "those standards are reasonable, are applied consistently and are at least as strict as the requirements for all students, and measure progress toward the degree for all periods of enrollment regardless of whether the student is receiving financial aid." As required, a quantitative and qualitative measurement has been defined. (See below for complete information).

Quantitative Measurement

At CSUF, all undergraduate programs are four-year programs but for purposes of defining the quantitative measurement for SAP, a maximum time frame of six academic years of work attempted is allowed. Students are expected to complete their educational objective, degree or certificate according to the following schedule:

Required for Degree	*Max. Attempted Units*
Undergraduate:	
120 units or more, depending upon program (B.A.)	186
Graduate:	
30 or more depending upon Program	45

You may not continue to receive financial assistance at CSUF once you have attempted or enrolled in a maximum number of units. If you are classified as an undergraduate, the maximum is 186 units. If you are classified as a graduate or post-baccalaureate, the maximum is 45 units. The unit maximum includes all units attempted at CSUF, as well as all transferable units attempted at other colleges/universities. If your program requires more than the average number of units, provide documentation to the Office of Financial Aid to request an exception to the standard. A student who cannot complete his/her objective within the maximum attempted units outlined above according to his/her degree standing will not be eligible for any financial aid from any federal or state source.

Qualitative Measurement

CSUF uses a 90 percent completion percentage (90 percent rule) applied to attempted units each term on an annual basis for its qualitative measurement to determine if SAP is being maintained.

A minimum number of units each semester is not imposed, although most financial aid programs require at least 6 units per semester (half-time status) to receive funds. Therefore, a student may decide each semester how many units to attempt. In deciding, factors such as employment, course difficulty, family responsibilities and academic probation should be considered. There is a four-week period each term to establish an

enrollment status. On census date, the 20th day of instruction, units are "frozen," and it is on this basis that satisfactory academic progress is calculated.

The 90 Percent Rule

The student's census attempted units ("frozen units") for the preceding fall and spring semesters are added together. Then grades are reviewed and the percentage of earned units are calculated based on the attempted units. The percentage is calculated on a maximum of 12 units per semester or 24 units per academic year. TO MAINTAIN UNRESTRICTED ELIGIBILITY FOR FINANCIAL AID, 90 PERCENT OF ATTEMPTED UNITS MUST BE EARNED.

Determination of Units Completed

The following grades will be counted in determining units successfully completed: A, B, C, D, CR (credit).

SP (Satisfactory Progress) and RD (Report Delayed) will be temporarily considered as units completed provided these designations are replaced with an acceptable final grade within one calendar year from the beginning date of the semester. If the final SP grade is not posted within one year, the student must submit a written appeal to the Office of Financial Aid. If a report is delayed beyond one year, the student must submit to the Office of Financial Aid a statement from the faculty member explaining the cause for the extended delay.

The following grades will count as units attempted but will not count as units completed: F, NC (No Credit), W (Withdrawal), AU (Audit), I (Incomplete), WU (Withdrawal Unauthorized).

If a grade is changed after the official posting for a semester, it is the student's responsibility to bring verification of the change to the Office of Financial Aid.

A repeated course in which the student initially received a D or better will not count as units attempted or completed since an improved grade will only result in a grade change and not additional unit credit. A repeated course in which a student withdrew or received an unofficial withdrawal will count as units attempted and completed.

Remedial courses will be considered as units completed for purposes of reviewing a student's satisfactory academic progress only when the university or department requires a student to take a remedial course(s) as part of his/her program whether or not the student receives unit credit towards graduation. A maximum of 30 units is allowed.

Warning

If at least 70 percent (but less than 90 percent) of attempted units is earned, the student will be allowed to receive financial aid for one semester on "warning" status; if less than 70 percent of attempted units are earned, the student's eligibility is terminated until the student re-qualifies.

The student is still eligible to receive financial aid for one semester while on warning; however, the student must meet the following conditions to be taken off warning status:

- attempt a minimum of 6 units;
- complete 100 percent of attempted units (12 units is the maximum requirement); and
- earn at least a 2.0 semester grade point average (GPA).

At the end of the warning semester, if the student has not met the conditions stated above, eligibility will be terminated until the student re-qualifies.

Successful Completion Requirement

In order to maintain satisfactory academic progress, each student must have a minimum cumulative C average or an academic standing consistent with the institution's requirements for graduation. This requirement is in addition to the requirement that a student maintain scholastic academic progress at the end of each semester as defined by California State University, Fullerton. CSUF academic probation and disqualification standards permit a student to enroll on academic probation with a cumulative grade point average of 1.95 or higher for a senior, 1.85 or higher for a junior, 1.7 or higher for a sophomore, 1.5 or higher for a freshman on all college units attempted or in all units attempted at this institution. As a result, a student who meets these minimum grade point averages will be considered to be making satisfactory academic progress.

Semester Grade Review

Even though California State University, Fullerton will measure satisfactory academic progress according to the number of units successfully completed at the end of each academic year, federal financial aid program regulations require each college and university to determine that a student is maintaining satisfactory academic progress each payment period and each time it certifies a Stafford Loan. To meet this requirement, a student will have been certified as having made satisfactory academic progress for payment purposes at the end of the fall semester if the student meets the "qualitative standards" as outlined above.

Failure to Maintain Satisfactory Academic Progress

A student who fails to maintain the qualitative or quantitative measurement standards will be defined as having failed to maintain satisfactory academic progress and will be ineligible to receive any federal or state financial aid.

Re-qualification of Financial Aid Eligibility

Students may re-qualify for a future semester by meeting the following conditions:

In a single semester:

- attempt a minimum of 6 units*;
- complete 100 percent of attempted units (12 units is the maximum requirement); and
- earn at least a 2.0 semester grade point average (GPA).

*Transferable courses at another school may be used to re-qualify, provided they are accepted for unit credit toward graduation at CSUF.

Appeal Process

Students have the right to appeal a financial aid eligibility termination or unit cap termination by presenting a written appeal with documentation of mitigating circumstances. Complete a SAP appeal form and:

(1) explain the circumstances which contributed to failure to make SAP;

(2) document the circumstances;

(3) state the steps that have been taken to improve future academic performance.

Allow 2-3 weeks for the SAP Appeals Committee to evaluate and to provide a written response.

REFUND POLICY

CSU, Fullerton's policies regarding refunds for financial aid recipients are in accordance with federal Title IV student assistance program regulations. Information concerning the refund policies for the return of unearned tuition and fees or other refundable portions of institutional charges is available from the director of Financial Aid in University Hall 146, phone (714) 278-3125. As stated in the appropriate CSUF Class Schedule, a student may be entitled to a refund of fees if he/she withdraws from the university or drops units. However, if the student received financial aid, the fee refund may be credited partially or completely to the appropriate financial aid account(s).

FEE REFUNDS AND RETURN OF TITLE IV FUNDS

Information on policies regarding fee refunds and the return of federal Title IV student assistance as required by regulation is available from the director of Financial Aid in University Hall 146, phone (714) 278-3125. Financial aid recipients who are considering withdrawal should visit the Office of Financial Aid for an estimate of the amount of financial aid that would have to be repaid.

Since financial aid funds are awarded to help students meet their educational costs, financial aid is first used for direct institutional costs (fees). If a student withdraws before completing at least 60 percent of the term*, he or she may have to repay any "unearned" portion of the financial aid received. (Unearned aid is calculated using the percentage of days in the term following the last date of attendance.) A financial aid student who withdraws on or before the 60 percent point in the term is eligible to receive a fee refund; however, the refund is applied to reduce the amount of unearned aid the student is required to repay. See examples below.

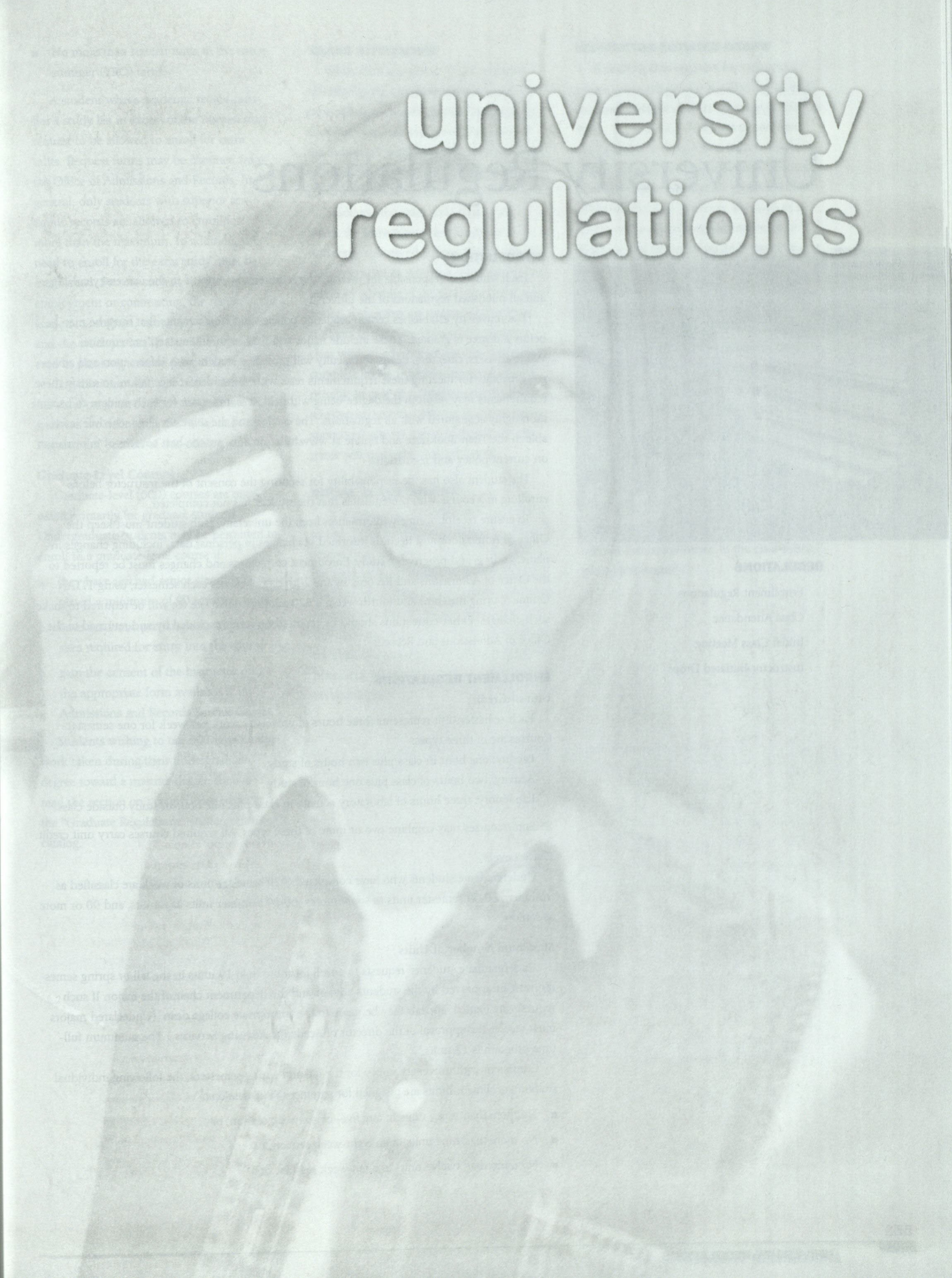
In these examples, the student received $1,650 in federal grants and $2,667.50 in subsidized Federal Stafford Loan. The following examples illustrate the amount the student would owe based on three different withdrawal dates (dollar amounts shown are approximate).

	Example 1	**Example 2**	**Example 3**
WITHDRAWAL ON	**4th day of term**	**29th day of term**	**54th day of term**
TOTAL federal aid disbursed:	$4,317.50	$4,317.50	$4,317.50
Earned financial aid	-$ 155.43	$1,118.23	$2,081.04
"Unearned" aid	$4,162.07	$3,199.27	$2,236.46
Minus amount returned to lender by CSUF	-$1,351.53	-$1,038.88	-$ 726.24
Remaining unearned aid	$2,810.54	$2,160.39	$1,510.22
STUDENT MUST REPAY THESE AMOUNTS:			
Reimbursement for loan funds returned by CSUF	$1,351.53	$1,038.88	$ 726.24
Plus repayment of unearned federal grant funds	+$ 747.29	+$ 265.89	N/A
Total student owes to CSUF	$2,098.82	$1,304.77	$ 726.24
Minus fee refund** (reduces balance student owes)	-$1,351.53	-$1,038.88	-$ 726.24
Balance student owes to CSUF	$ 747.29	$ 265.89	$ 0
In addition, student must repay unearned Federal Stafford Loan per terms of promissory note	$1,315.97	$1,628.82	$1,510.22
A HOLD IS PLACED ON CSUF SERVICES UNTIL STUDENT REPAYS THIS AMOUNT:	**$ 747.29**	**$ 265.89**	**$ N/A**

*Students who withdraw after the 60 percent point in the term are considered to have "earned" all financial aid received.

**If registration fees were paid in part of in full by a Cal Grant and/or State University Grant, any fee refund will be returned to the state grant program and will not be available to reduce the amount of unearned federal aid the student must repay.

university regulations



University Regulations



REGULATIONS

Enrollment Regulations

Class Attendance

Initial Class Meeting

Instructor-Initiated Drops

INTRODUCTION

Each student is responsible for meeting the requirements printed in the university catalog and all published regulations of the university.

The university establishes certain academic policies and requirements that must be met before a degree is granted. These include major and unit requirements and prerequisites. While advisers, directors, deans and faculty will provide a student with information and advice, responsibility for meeting these requirements rests with the student. Since failure to satisfy these requirements may result in the degree being withheld, it is important for each student to become thoroughly acquainted with all regulations. The catalog and the semester class schedule, available in the Titan Bookstore and online at www.fullerton.edu, are the best sources of information on current policy and regulations.

The student also has the responsibility for securing the consent of the instructor before enrolling in a course with prerequisites that the student has not completed.

To ensure receipt of timely information from the university, each student must keep the Office of Admissions and Records informed of changes in personal data, including changes in name, address and program of study. Enrollment corrections and changes must be reported to the Office of Admissions and Records by the 20th day of classes each semester, using TITAN Online. During the third and fourth week, a $20 administrative late fee will be required to make such changes. Other corrections should be reported on forms provided by and returned to the Office of Admissions and Records.

ENROLLMENT REGULATIONS

Unit of Credit

Each semester unit represents three hours of university work per week for one semester. Courses are of three types:

Lecture: one hour in class plus two hours of study.

Activity: two hours of class plus one hour of study.

Laboratory: three hours of laboratory activity in class plus one hour of study outside class.

Some courses may combine two or more of these types. All required courses carry unit credit.

Class Levels

Undergraduate students who have completed 0-29 semester units of work are classified as freshmen, 30-59 semester units as sophomores, 60-89 semester units as juniors, and 90 or more as seniors.

Maximum Number of Units

Undergraduate students' requests to enroll for more than 19 units in the fall or spring semester must be approved by the student's adviser and the department chair of the major. If such requests are denied, appeals may be made to the appropriate college dean. (Undeclared majors must receive the approval of the director of Academic Advising Services.) The minimum full-time program is 12 units.

Consistent with university policy for the fall and spring semesters, the following individual student enrollment limits are assigned for summer (YRO) sessions:

- No more than seven units in any five- or six-week session, or
- No more than nine units in an eight-week session, or
- No more than twelve units in a ten-week session, or

- No more than sixteen units in the entire summer (YRO) term

A student whose academic record justifies a study list in excess of the normal may request to be allowed to enroll for extra units. Request forms may be obtained from the Office of Admissions and Records. In general, only students with superior academic records are allowed to enroll for more than the maximum. In addition, the need to enroll for the extra study must be established. Factors such as time spent in employment or commuting, the nature of the academic program, extracurricular activities and the student's health should be considered in planning a study program.

The minimum and maximum units of a full-time program of study for graduate students are defined in the "Graduate Regulations" section of this catalog.

Graduate-Level Courses

Graduate-level (500) courses are organized primarily for graduate students. Undergraduate students may be permitted to enroll in a graduate-level course if:

a. they have reached senior standing (completed a minimum of 90 semester units)
b. have academic preparation and prerequisites required for entry into the course
c. gain the consent of the instructor on the appropriate form available at the Admissions and Records Service Center.

Students wishing to use 500-level course work taken during their undergraduate degree toward a master's degree should read the section on postgraduate credit in the "Graduate Regulations" section of this catalog.

CLASS ATTENDANCE

While class attendance is not recorded officially by the university, students are expected to attend all classes. The policy on class attendance is within the discretion of the individual faculty member and shall be included in the class syllabus distributed at the first class meeting of the semester.

Students who must miss class to represent the university or to participate in a university-sponsored activity must notify the class instructor in writing a minimum of two weeks in advance of the absence. Given prior notice, instructors are encouraged to allow students to make up class work, complete class work in advance of the class absence, or complete an alternative assignment without penalty. In case of a disagreement about whether an activity constitutes a university-sponsored activity, the appropriate administrator will make the determination.

INITIAL CLASS MEETING

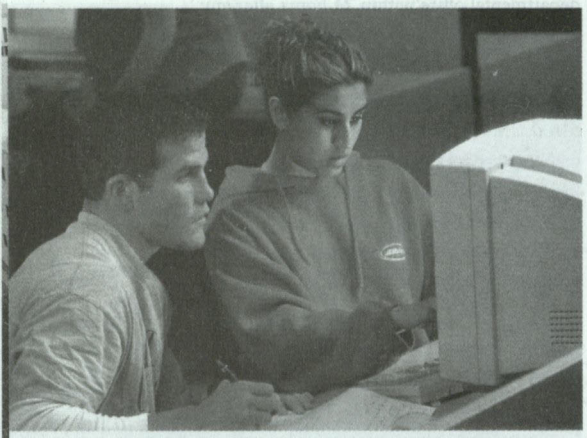
It is especially important that students attend the first meeting of a class. Students absent from the first meeting must notify the instructor or departmental office of the absence no later than 24 hours after the class meeting in order to preserve their places in the class. Instructors may deny admission to the class to absentees who fail to contact the instructor or office, in order to admit persons on waiting lists.

INSTRUCTOR-INITIATED DROPS

A student who registers for a class and whose name appears on the first-day-of-class list should attend all class meetings in the first week. If a student decides not to continue enrollment in a class, either before or after instruction begins, it is the student's responsibility to follow appropriate procedures for dropping the class; however, if a student is absent without notifying the instructor or departmental office within 24 hours after any meeting missed during the first week, the student may be dropped administratively by the instructor. Students should not assume that this will be done for them and should take the responsibility to ensure that they have been dropped, by following the appropriate procedures for dropping classes.

An instructor may also administratively drop a student who does not meet prerequisites for the course. These administrative withdrawals shall be without penalty and must be filed by the instructor with the Office of Admissions and Records no later than the end of the second week of instruction (the specific date is published in the class schedule each semester).

Grading Policies



GRADING POLICIES

Grading System

Administrative Symbols

Student Records

GRADING SYSTEM

Every student of the university will have all course work evaluated and reported by the faculty using letter grades or administrative symbols.

The university uses a combination of traditional and nontraditional grading options as follows:

Traditional (Letter Grade Option) – Plus/minus may be assigned to letter grade.

Letter grades, defined as:

A - outstanding performance

B - above average performance

C - average performance

D - below average performance, though passing

F - failure

Nontraditional (Credit/No Credit Option)

CR (Credit) for satisfactory (equivalent to "C" (2.0) or better in undergraduate courses; "B" (3.0) or better in graduate courses) and NC (No Credit) for less than satisfactory work.

When, because of circumstances, a student does not complete a particular course, or withdraws, certain administrative symbols may be assigned by the faculty. Grades and symbols are listed in a chart on the following page together with grade point values. The chart also illustrates the academic bookkeeping involved for all grades and symbols used.

Selection of Grading Option

Selection of a grading option, with certain exceptions, is the responsibility of the student. Graduate students must use the letter grade option for courses that are on study plans leading to master's degrees. Undergraduates must use the letter grade option for major, minor and general education requirements.

Exceptions are those courses designated by the faculty to be graded solely on either a letter grade only or Credit/No Credit basis.

These courses will be so designated in the class schedule (and shall not be changed by the faculty after publication of the class schedule) for each semester and may be included in major, core or special program requirements.

Students shall inform the Office of Admissions and Records up to the end of the fourth week of classes regarding the selection of grading options in designated courses. If a student does not do so, the letter grade option will be used. Students are not permitted to change grading options after the university census date except, by petition, changes from Credit/No Credit to letter grade, which will bring the student into compliance with major, minor and general education requirements.

The faculty shall grade all students using the traditional A, B, C, D or F grades except in Credit/No Credit (only) courses, and the Office of Admissions and Records shall make the necessary changes from A, B, C, D or F, converting C (2.0) or better to Credit, and C- or below to No Credit in undergraduate courses and B (3.0) or better to Credit, and B- or below to No Credit in graduate courses. In those courses offered only on a Credit/No Credit basis, the instructor shall assign grades of CR or NC or appropriate administrative symbols.

Nontraditional Grade Option

A nontraditional grading option is available to undergraduate students, nonobjective graduate students and to classified graduate students for courses not included in the approved study plan. Any student attempting a course using the nontraditional grading option must meet the prerequisites for that course. Each student shall be permitted to select courses in subjects outside of the major, minor and general education requirements for enrollment on a Credit/No Credit basis. The phrase "major requirements" shall be taken to include core plus concentration (or option) requirements in departments using such terms, and professional course requirements in teacher education curricula.

A student in any one term may take one course under the Credit/No Credit option. In addition, he or she may enroll in a required course offered only under Credit/No Credit; however, a maximum of 36 units of Credit/ No Credit courses, including those transferred from other institutions, may be counted toward the baccalaureate.

Under the Credit/No Credit option, the term "Credit" signifies that the student's academic performance was such that he or she was awarded full credit in undergraduate courses with a quality level of achievement equivalent to a "C" (2.0) grade or better, unless the catalog course description states otherwise.

In all graduate-level and professional education courses, Credit signifies academic performance equivalent to "B" (3.0) or better grades. No Credit signifies that the student attempted the course but that the performance did not warrant credit toward the objective.

Ordinarily, a student shall be limited to one non-major course per term using this option, exclusive of courses offered only on a Credit/No Credit basis.

When an undergraduate student changes his or her major field of study to one where he or she has completed courses with CR grades, such lower-division courses shall be included in major requirements. Upper-division courses may be included at the option of the department upon petition by the student.

Grade or Symbol		GPA Units	Units Earned	Point Value
Traditional (letter grades and their corresponding values)				
A+		Yes	Yes	4.0
A	Outstanding	Yes	Yes	4.0
A-		Yes	Yes	3.7
B+		Yes	Yes	3.3
B	Good	Yes	Yes	3.0
B-		Yes	Yes	2.7
C+		Yes	Yes	2.3
C	Acceptable	Yes	Yes	2.0
C-		Yes	Yes	1.7
D+		Yes	Yes	1.3
D	Poor	Yes	Yes	1.0
D-		Yes	Yes	0.7
F	Failing	Yes	No	0.0
Nontraditional				
CR		*	Yes	None
NC		*	No	None
Administrative Symbols				
I (Incomplete Authorized)		†	No	
IC (Incomplete Charged)		Yes	No	0
U (Unauthorized Incomplete) †††		Yes	No	0
W (Withdrawal)		No	No	None
WF (Withdrawal) ††		Yes	No	0
WU (Withdrawal Unauthorized)		Yes	No	0
AU (Audit)		No	No	None
SP (Satisfactory Progress) †††		No	No	None
RD (Report Delayed)		No	No	None
RP (Report in Progress)		No	No	None
	Totals	Used In GPA	Counted In Objective	Used Toward GPA

*Credit/No Credit course units are not included in GPA computations.
†If not completed within one year, I will be changed to an IC (or NC).
††Effective fall 1991, this symbol is no longer assigned.
†††Effective fall 2002, this symbol is no longer assigned

ADVISORY CAUTION: Undergraduate students who plan to pursue graduate or professional studies later are advised to be selective in opting for courses on a Credit/ No Credit basis. As a general rule (advisory only), course work that is preparatory or prerequisite to advanced specialized study should be completed and evaluated on a letter grade basis and not Credit/No Credit.

ADMINISTRATIVE SYMBOLS

Incomplete Authorized (I)

The symbol I signifies that a portion of required course work has not been completed and evaluated in the prescribed time period owing to unforeseen but fully justified reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. A final grade is assigned when the work agreed upon has been completed and evaluated.

An Incomplete must be made up within one year immediately following the end of the term in which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an Incomplete being changed to an IC or an NC.

A grade of Incomplete may be given only when, in the opinion of the instructor, a student cannot complete a course during the semester of enrollment for reasons beyond the student's control.

Such reasons are assumed to include: illness of the student or of members of the student's immediate family, extraordinary financial problems, loss of outside position and other exigencies. In assigning a grade of I, the instructor shall file with the department for future reference and student access a Statement of Requirements for Completion of Course Work. The requirements shall not include retaking the course. The instructor will also designate a time limit (up to one year) for completing requirements.

Upon request, a copy of the document will be furnished to the student. The student should review this statement at the earliest opportunity.

The statement of requirements will include an indication of the quality of the student's work to date. This not only provides an interim evaluation for the student but assists the department chair in assigning a final grade in those instances where the instructor is no longer available.

When the specific requirements are completed, the instructor will report a change of grade. The responsibility for changing the incomplete grade rests with the instructor.

Incomplete Charged (IC)

The IC symbol may be used when a student who received an authorized incomplete (I) has not completed the required course work within the allowed time limit. The IC replaces the I and is counted as a failing grade for grade point average and grade point computation.

Withdrawal (W)

Students may withdraw from class during the first two weeks of instruction without record of enrollment. After that time, students should complete all courses in which they are enrolled.

The university authorizes withdrawal after the first two weeks of instruction and prior to the last three weeks of instruction only with the approval of the instructor and the department chair (and, in some cases, the college associate dean). All requests for permission to withdraw during this period and all approvals shall be made in writing on the Withdrawal Request form, which shall be filed at the Office of Admissions and Records by students or their proxies.

Authorization to withdraw after the second week of instruction shall be granted for only the most serious reasons i.e., a physical, medical, emotional or other condition that has the effect of limiting the student's full participation in the class. Such reasons must be documented by the student. Poor academic performance is not evidence of a serious reason for withdrawal. Signatures of the instructor and department chair are required for each course. In some departments, the signature of the associate dean is also required. Withdrawal from a class is signified by a grade of "W." Such grades are not included in grade point average calculations.

Students may not withdraw during the final three weeks of instruction except in cases, appropriately documented, such as accident or serious illness, where the assignment of an Incomplete is not practicable. Ordinarily, withdrawals of this nature will involve withdrawal from all classes except that Credit or Incomplete Authorized (I) may be assigned for courses in which students have completed sufficient work to permit an evaluation to be made. Requests for permission to withdraw from all classes under these circumstances, with authorizations as described above, shall be submitted with Change of Program forms by the students (or their proxies) to the Office of Admissions and Records.

Withdrawal Unauthorized (WU)

The symbol WU indicates that an enrolled student did not withdraw from the course but failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average computations, this symbol is equivalent to an F.

Students may petition for retroactive withdrawal from individual courses or from an entire semester, provided they can document both the serious and compelling reasons or circumstances that required the withdrawal and the date of such withdrawal. Such a petition must be filed within 30 days after the first class day of the following semester.

ADVISORY NOTE: Students who unofficially withdraw and who are receiving financial aid or benefits which are dependent on completion of specified course units are advised that they may have such benefits suspended and may be subject to repayment of allowances received after date of unofficial withdrawal.

Audit (AU)

The symbol AU is used by the Office of Admissions and Records in those instances where a student has enrolled in a course either for information or other purposes not related to the student's formal academic objective. Enrollment as an auditor is subject to the permission of the instructor, provided that enrollment in any course as an auditor shall be permitted only after students otherwise eligible to enroll in the course on a credit basis have had an opportunity to do so. Auditors are subject to the same fees as credit students and regular class attendance is expected. An auditor may not change to credit status and a student who is enrolled for credit may not change to audit after the fourth week of instruction. An auditor is not permitted to take examinations in the course; therefore, there is no basis for evaluation nor a formal grade report.

Report in Progress (RP)

The RP symbol is used in connection with thesis, project or similar courses that extend beyond one academic term. It indicates that work is in progress, and has been evaluated and found to be satisfactory to date, but that assignment of a final grade must await completion of additional course work. Cumulative enrollment in units attempted may not exceed the total number applicable to the student's educational objective. Work is to be completed within a stipulated period which may not exceed one year except for graduate degree theses or projects for which the time may be longer, but may not exceed the overall limit for completion of all master's degree requirements.

Report Delayed (RD)

The RD symbol is used where a delay in the reporting of a final grade is due to circumstances beyond the control of the student. The symbol is assigned by the Office of Admissions and Records and will be replaced as soon as possible. An RD shall not be included in calculation of a grade point average.

STUDENT RECORDS

Grade Reports to Students

A report of the final grades assigned in classes is available to each student at the end of each semester. Many students leave self-addressed post cards for instructors of specific courses to send them earlier reports.

Grades are available at the end of each term through the TITAN Online feature of the Cal State Fullerton website.

Class Grade Point Averages

Beginning with the fall semester 1978, information is included on student grade reports and permanent academic records that is intended to depict the level of achievement of students in relation to other students in a particular class. The class size and grade point average information is displayed for each graded course. The first set of figures indicates the number of students officially completing the course and the second set is the class grade point average. In making the computations, marks of W, I, CR, NC and RP are excluded. This same information is displayed for summer session and intersession classes, but not for extension classes sponsored by the Office of Extended Education.

Examinations

Final examinations, if required by the instructor, will be given at times scheduled by the university. Once established, the final examination schedule may not be changed unless approved by the dean of the college. No makeup final examination will be given except for reason of illness or other verified emergencies.

Credit by Examination (Challenge Examinations)

Students may be granted credit toward the baccalaureate and to meet curriculum requirements in certain designated courses by the satisfactory completion of challenge examinations in the courses. The examinations are to be comprehensive and administered by the sponsoring departments. Well in advance of the semester in which a challenge examination is to be administered, the student, using the appropriate university form, will secure written approval of his or her major adviser and the chair of the department in which the course is offered. In general, prior work or academic experience will be required.

Courses to be offered as challenge examinations will be determined by the academic departments. Matriculated students may either enroll in these courses during registration or add them during the first three weeks of the semester. The examination must be administered not later than the end of the third week of instruction.

Upon successful completion of the examination, the instructor will report the grade of CR. Students who fail the challenge examination may elect to continue the course for credit or may officially withdraw from the course through the normal class withdrawal procedure. The challenge examination for any course may be administered only once.

A maximum of 30 credits can be earned by challenge examination, including those earned by advanced placement. Credit by examination may not be used to fulfill the minimum residence requirements.

Grade point Averages

The numerical grade point values in the grading system chart are intended to give an exact determination of a student's scholastic standing. To compute the grade point average for course work at Fullerton, the grade point value of each grade, with the exception noted in the "Repetition of Courses" section, is multiplied first by the unit value of each course to obtain a total of all grade points earned. The total is then divided by the total units attempted in all courses in which grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, IC, WU and WF were received. The resulting figure is the grade point average.

Repetition of Courses

Undergraduate students may repeat courses at California State University, Fullerton for which C- (1.7) or lower grades were earned either at Cal State Fullerton or at other institutions; in repeating such courses, the traditional grading system shall be used. In computing the grade point average of a student who repeats courses in which he or she received C- (1.7) or lower grades, only the most recently earned grades and grade points shall be used for the first 16 units repeated. Nevertheless, the original grade on the academic record shall not be changed or eradicated. Persons who plan to seek professional school admission, e.g., law, medicine should note that all grades may be calculated for admission regardless of local application of the CSUF repetition of course policy.

In exercising this option, an undergraduate student must repeat the course at Cal State Fullerton and may request application of this policy when a course has been repeated. This should be accomplished using the appropriate form, immediately following the term in which the course has been completed, so that the student's grade point average can be revised.

This policy may also be applied to courses in which WU, U or WF grades were assigned, as a means of eliminating such marks from grade point average computations.

In the case of any repetition beyond the 16-unit limit or in courses for which a C or better grade was awarded, both grades are considered in computing grade point averages. Successful repetition of a course originally passed carries no additional unit credit toward a degree or credential except for certain courses such as independent study, practicum, or other courses specified in this catalog as "may be repeated for credit."

Students transferring from other colleges where courses were taken and repeated may be eligible for consideration under this policy. In general, the policy of the college where the course was repeated shall be followed; however, units for the courses taken and repeated at the transfer institution are included in the 16-unit limitation.

Subject to the following restrictions, if a graduate or post-baccalaureate student (excluding students with a second bachelor's degree objective) repeats courses for which a grade of WU (withdrawal unauthorized) was received, only the most recently earned grade(s) and grade points shall be used in computing the grade point average; however, the original WU grade(s) will remain on the permanent record. This policy may be applied only to grades earned during the first semester in which WU grades are received. Repeated courses must be taken at Cal State Fullerton using the traditional grading system. Students who have successfully repeated WU-graded courses must notify the Admissions and Records office using the appropriate form if they wish adjustment to their grade point averages.

Grade Changes

The university recognizes the long-standing prerogatives of faculty to set standards of performance and to apply them to individual students. The university will seek to correct injustices to students but at the same time believes that the instructor's judgment at the time the original grade is assigned is better than a later reconsideration of an individual case. Equity to all students is of fundamental concern. The following policies apply to changes of grades except for changes of Incomplete Authorized and Withdrawal Unauthorized symbols.

1. In general, all course grades are final when filed by the instructor in the end-of-term course grade report. Each student may view the grades he/she earned during the term via TITAN Online, and these grades become a part of the official record.
2. A change of grade may occur only in cases of clerical error, administrative error, or where the instructor reevaluates the original course assignments of a student and discovers an error in the original evaluation. A clerical error is an error made by the instructor or an assistant in calculating or recording the grade. A change of grade shall not occur as a consequence of the acceptance of additional work or reexamination beyond the specified course requirements.
3. A request for a change of grade shall be initiated by the student affected and shall be directed to the instructor within 60 calendar days of the first day of classes of the regular semester following the award of the original grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of Admissions and Records. These forms are available in department offices and are not to be handled by students. If the instructor determines that there is not a valid basis for the change and denies the student's request, the instructor's decision is final. The student may file a petition with the Academic Appeals Board on the basis of unfair or prejudicial treatment by the instructor. (See "Academic Appeals" in the "Student Affairs" section of this catalog)
4. The Change of Grade form completed and signed by the instructor, noting the basis for the change, shall not be accepted by the Office of Admissions and Records unless approved separately by the department chair and college dean.
5. If a request for change of grade is initiated after 60 calendar days into the following semester, it will be approved only in extraordinary circumstances. An explanation of such circumstances must accompany the request and must be approved separately by the instructor, department chair and the dean before acceptance by the Office of Admissions and Records.
6. In extraordinary circumstances, the University Records Office may refer requests for grade changes to the Office of the Associate Vice President for Academic Programs.

Academic Dishonesty

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill which he or she does not possess.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent or unauthorized means. Examples of cheating include, but are not limited to: using notes or aids or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, plagiarism as defined below, tampering with the grading procedures, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor.

Plagiarism is defined as the act of taking the specific substance of another and offering it as one's own without giving credit to the source. When sources are used, acknowledgment of the original author or source must be made following standard scholarly practice.

The initial responsibility for detecting and dealing with academic dishonesty lies with the instructor concerned. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. However, if circumstances prevent consultation with the student, the instructor may take whatever action, subject to student appeal, the instructor deems appropriate.

An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall:

1. Assign an appropriate academic penalty. This may range from an oral reprimand to an F in the course. To the extent that the faculty member considers the academic dishonesty to manifest the student's lack of scholarship and to reflect on the student's academic performance and academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are an oral reprimand in cases where there is reasonable doubt that the student knew that his or her action constituted academic dishonesty; an F on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances, or an F in the course where the dishonesty was premeditated or planned.
2. Report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident of academic dishonesty, including relevant documentation, and make recommendations for action that he or she deems appropriate.

The vice president for student affairs shall maintain an academic dishonesty file of all cases of academic dishonesty with the appropriate documentation. Students shall be informed when their names are inserted into the file and provided with copies of any appeals or disciplinary procedures in which they may become involved. The vice president for Student Affairs or his or her designees may initiate disciplinary proceedings under Title 5, California Code of Regulations, Section 41301, and Chancellor's Executive Order 148; when two or more incidents involving the same student occur, he or she shall do so. Opportunities for appeal regarding sanctions resulting from disciplinary proceedings are provided by Executive Order 148.

A student may appeal any action taken on a charge of academic dishonesty under the University Policy Statement 300.030, "Academic Appeals." See "Academic Appeals" in the "Student Affairs" section of this catalog.

Academic Renewal

In 1974, the Board of Trustees of the California State University adopted an academic renewal policy that became part of Executive Order No. 213 issued by the Chancellor's Office. The Board of Trustees made it clear at the time Executive Order 213 was approved that the purpose of this policy was not to raise grade point averages, but to ensure that able students were not required to stay on after completion of all course requirements simply to remove a deficiency.

The university may disregard up to two semesters or three quarters of previous undergraduate course work taken at any college or university from all considerations associated with requirements for the baccalaureate when a student meets the mandatory condition that "there is every evidence that the student would find it necessary to complete additional units and enroll for one or more additional terms in order to qualify for the baccalaureate if the request were not approved."

Final determination that one or more terms shall be disregarded in the determination of eligibility for graduation shall be based upon a careful review of evidence by the Review Committee for Academic Renewal and shall be made only when the mandatory condition stated above is met and when:

1. Five years have elapsed since the most recent work to be disregarded was completed;
2. The student has requested the action formally and has presented evidence that work completed in the terms under consideration is substandard and not representative of present scholastic ability and level of performance;
3. The level of performance represented by the terms under consideration was due to extenuating circumstances;
4. The student has completed at Cal State Fullerton, since the most recent work to be disregarded was completed, 15 semester units with at least a 3.0 grade point average, or 30 semester units with at least a 2.5 GPA, or 45 semester units with at least a 2.0 GPA. Work completed at another institution cannot be used to satisfy this requirement.

When such action is taken, the student's permanent academic record shall be annotated so that it is readily evident to all users of the record that no work taken during the disregarded terms, even if satisfactory, may apply towards the meeting of baccalaureate requirements. All work must remain legible on the record ensuring a true and complete academic history.

This policy is not intended to merely allow students a means by which they may improve their overall grade point averages for graduation with honors, admission to graduate and professional schools or to meet eligibility criteria for other awards, employment or acceptance into military and other programs.

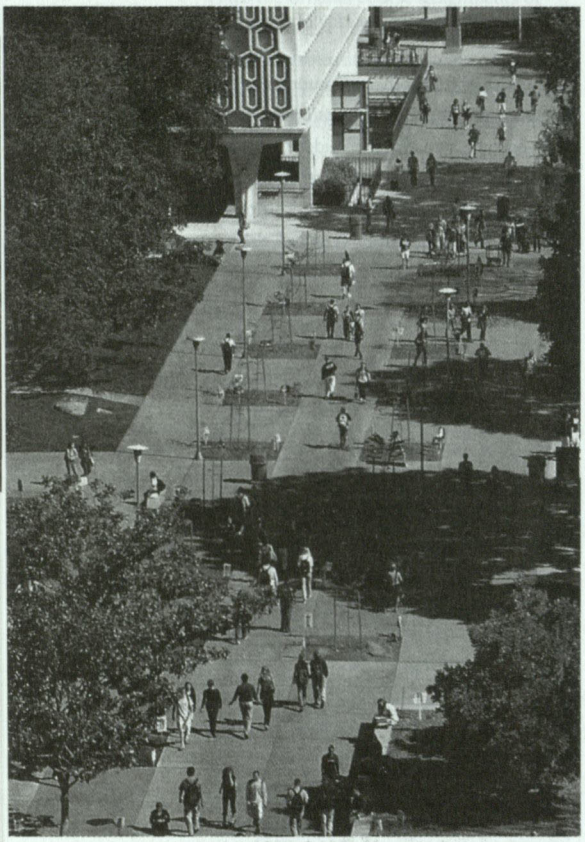
Transcripts

Official transcripts of courses taken at the university are issued only with the written permission of the student concerned. Partial transcripts are not issued. A fee of $4 for each transcript must be received before the transcript can be released.

Normally, transcripts are available within three working days, except at the end of the semester when the student should allow about 10 days after the last day of the semester.

Transcripts from other institutions, which have been presented for admission or evaluation, become a part of the student's permanent academic file and are not returned or copied for distribution. Students desiring transcripts covering work attempted elsewhere should request them from the institutions concerned.

Continuous Residency Regulations



CONTINUOUS RESIDENCY REGULATIONS

Good Standing

Choice of Requirements

Stop-Out Policy

Leave of Absence

Withdrawal from the University

Retention, Probation and Disqualification

Student Conduct

Parking on Campus

University Police

Debts Owed to the University

Student Rights

Privacy Right of Students in Education Records

Use of Social Security Number

GOOD STANDING

Good standing indicates that a student is eligible to continue and is free from financial obligation to the university. A student under academic disqualification, disciplinary suspension or disciplinary expulsion is not eligible to receive a statement of good standing on transcripts issued by the university or on other documents.

CHOICE OF REQUIREMENTS

A student remaining in continuous attendance in regular sessions and continuing in the same curriculum at any campus of the California community colleges or in any combination of California community colleges and campuses of The California State University may, for purposes of meeting graduation requirements, elect to meet the graduation requirements of such campuses from which he or she will graduate in effect either at the time of entering the curriculum or at the time of graduation therefrom, except that substitutions for discontinued courses may be authorized or required by the proper university authorities.

STOP-OUT POLICY

With certain exceptions, undergraduate students may be absent for one semester and maintain their continuing student status. This includes election of curriculum requirements for graduation and eligibility to register for the next semester. The exceptions are as follows:

Disqualified Students - Students who are disqualified at the end of a semester and have not been reinstated will not receive a registration appointment; they must apply for readmission, and if admitted, may be subject to new curricula requirements.

Foreign-Visa Students - Students with foreign visas are required to maintain continuous enrollment. The stop-out policy is not applicable to "visa" students.

Students absent for more than one semester must apply for readmission should they wish to return to Fullerton. Election of catalog requirements will not be jeopardized for certain students. Students should consult an evaluator in the Office of Admissions and Records.

LEAVE OF ABSENCE

A leave of absence may be granted based on certain documented extenuating circumstances (e.g., illness or disability, active duty in the armed forces of the U.S.) and normally is granted for not more than one year. Undergraduate and postbaccalaureate unclassified graduate students qualify for a leave if they have completed at least one semester in residence at Cal State Fullerton and are in good academic standing. Forms to request a leave of absence are available at the Admissions and Records Service Center.

Such an approved leave of absence authorizes the student to return without reapplying to the university and continue under the catalog requirements that applied to the enrollment prior to the absence.

Undergraduate and graduate students on approved leaves of one year (two academic semesters) or less are eligible to register for the semester immediately following the end of the leave.

The leave of absence policy for conditionally classified and classified graduate students and credential students is defined in the "Graduate Regulations" section of this catalog.

WITHDRAWAL FROM THE UNIVERSITY

Students who find it necessary to withdraw from Cal State Fullerton after enrolling for any academic term are required to follow the official withdrawal procedures. Failure to follow formal withdrawal procedures defined in the class schedule for that semester may result in the assignment of failing grades in all courses and the need to apply for readmission before being

permitted to enroll in another academic term. Information on withdrawal procedures is available from the Admissions and Records Service Center, Langsdorf Hall 114; P.O. Box 6900, Fullerton, CA, 92384-6900, (714) 278-7601.

Students who are receiving financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding required return or repayment of grant or loan assistance received for that academic term. If a recipient of financial assistance under federal Title IV financial aid programs withdraws from the institution during a payment period, the amount of grant or loan assistance received is subject to return and repayment provisions governed by federal law.

See the "Refund of Fees" section in this catalog for possible refunds. No student may withdraw after the date shown on the university calendar as the last day of instruction.

RETENTION, PROBATION AND DISQUALIFICATION

For purposes of determining a student's ability to remain in the university, both quality of performance and progress towards the educational objective will be considered.

Academic Probation

An undergraduate student shall be placed on academic probation if in any semester the cumulative grade point average or the grade point average at Fullerton falls below 2.0 (grade of C on a four-point scale). The student shall be advised of probation status promptly and, except in unusual instances, before the start of the next consecutive enrollment period.

An undergraduate student shall be removed from academic probation and restored to clear standing upon achieving a cumulative grade point average of 2.0 in all academic work attempted, in all such work attempted at Fullerton, and is making satisfactory progress towards his or her educational objective.

A postbaccalaureate student (credential, unclassified, or undeclared status; but not second baccalaureate degree students) shall be subject to academic probation if, after attempting 12 or more graded units, his or her postbaccalaureate cumulative grade point average for units attempted at California State University, Fullerton falls below a 2.50 average. The GPA will determine whether a student is subject to probation only when the student has attempted 12 semester units of graded course work.

A graduate student enrolled in a graduate degree program in either conditionally classified or classified standing shall be subject to academic probation if he or she fails to maintain a cumulative grade point average of at least 3.0 (grade of B on a four-point scale) in all units attempted.

Academic Disqualification

An undergraduate student on academic probation shall be subject to academic disqualification if:

1. As a freshman (fewer than 30 semester hours of college work completed), the student falls below a grade point average of 1.50 in all units attempted or in all units attempted at this institution; or
2. As a sophomore (30 through 59.9 semester units of college work completed), the student falls below a grade point average of 1.70 in all college units attempted or in all units attempted at this institution; or
3. As a junior (60 to 89.9 semester units of college work completed), the student falls below a grade point average of 1.85 in all college units attempted or in all units attempted at this institution; or
4. As a senior (90 or more semester units of college work completed), the student falls below a grade point average of 1.95 in all college units attempted or in all units attempted at this institution.

A graduate student enrolled in a graduate degree program shall be subject to disqualification if, while on probation, a sufficient grade point average is not achieved to remove probationary status. Disqualification may be either from further registration in a particular program or from further enrollment in the university, as determined by appropriate campus authority.

A postbaccalaureate student who is on probation shall be subject to disqualification if he or she fails to maintain at least a 2.50 cumulative grade point average after attempting 12 units of graded course work (not including CR/NC) at California State University, Fullerton, in postbaccalaureate status. Disqualification may be either from further registration as a postbaccalaureate, credential or certificate program student or from further enrollment at California State University, Fullerton, as determined by the vice president for academic affairs or designee.

STUDENT CONDUCT

Students are expected to make themselves aware of and abide by the university community's standards of behavior as articulated in this section, the Student Handbook, and other regulations of the university. Students accept the rights and responsibilities of membership in the CSUF community when they are admitted to the university. At the university, as elsewhere, ignorance of the standards is not an acceptable justification for violating community standards.

Because the functions of a university depend on honesty and integrity among members, the university expects from its students a higher standard of conduct than the minimum required to avoid disciplinary action.

Activities of students may result in violation of law, and students who violate the law may incur penalties prescribed by civil authorities. However, the university reserves the right to review such incidents independent of action by civil authorities, recognizing that the university's authority and its disciplinary process serve its educational mission and interest, a function separate from action by civil authorities.

The Trustees of the California State University are authorized by the Education Code to establish student disciplinary procedures. The president of California State University, Fullerton has designated the associate dean of students, judicial affairs, as the university's coordinator of university student discipline. The coordinator is responsible for administering the student discipline system and implementing the following procedures as mandated in Executive Order No. 628, Student Disciplinary Procedures for The California State University (Student Hand-book) and CSUF President's Directive Number Nine: Regarding the Use of Attorneys in Student Disciplinary Proceedings.

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Code of Regulations.

These sections are as follows:

41301. Expulsion, Suspension and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus-related:

(a) Cheating or plagiarism in connection with an academic program at a campus.

(b) Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information to a campus.

(c) Misrepresentation of oneself or of an organization to be an agent of the campus.

(d) Willful, material, and substantial obstruction or disruption, on or off campus property, of the campus educational process, administrative process or other campus function.

(e) Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.

(f) Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.

(g) Unauthorized entry into, unauthorized use of, or misuse of campus property.

(h) On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.

(i) Knowing possession or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function without prior authorization of the campus president.

(j) Engaging in lewd, indecent or obscene behavior on campus property or at a campus function.

(k) Abusive behavior directed toward, or hazing of, a member of the campus community.

(l) Violation of any order of a campus president, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.

(m) Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation pursuant to this Section.

(n) Unauthorized recording, dissemination and publication of academic presentations for commercial purposes. This prohibition applies to a recording made in any medium, including, but not limited to, handwritten or typewritten class notes.

(1) The term "academic presentation" means any lecture, speech, performance, exhibition, or other form of academic or aesthetic presentation, made by an instructor of record as part of an authorized course of instruction that is not fixed in a tangible medium of expression.

(2) The term "commercial purpose" means any purpose that has financial or economic gain as an objective.

(3) "Instructor of record" means any teacher or staff member employed to teach courses and authorize credit for the successful completion of courses.

(o) For purposes of this Article, the following terms are defined:

(1) The term "member of the campus community" is defined as meaning California State University trustees, academic, non-academic and administrative personnel, students and other persons while such other persons are on campus property or at a campus function.

(2) The term "campus property" includes:

(A) Real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University, and

(B) All campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.

(3) The term "deadly weapons" includes any instrument or weapon of the kind commonly known as a black-jack, sling shot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.

(4) The term "behavior" includes conduct and expression.

(5) The term "hazing" means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the campus community; but the term "hazing" does not include customary athletic events or other similar contests or competitions.

(6) The causes for discipline in this section shall, as appropriate, include computer-related crimes as provided in Section 502 of the Penal Code.

(p) This Section is not adopted pursuant to Education Code Section 89031.

(q) Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this Article as in effect immediately prior to such effective date.

41302. Disposition of Fees: Campus Emergency; Interim Suspension. The president of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

- During periods of campus emergency, as determined by the president of the individual campus, the president may, after

consultation with the chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

- The president may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the president or designated representative, enter any campus of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

41303. Conduct by Applicants for Admission. Notwithstanding any provision in this Chapter 1 to the contrary, admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were he or she enrolled as a student, would be the basis for disciplinary proceedings pursuant to Sections 41301 or 41302. Admission or readmission may be qualified or denied to any person who, while a student, commits acts which are subject to disciplinary action pursuant to Section 41301 or Section 41302. Qualified admission or denial of admission in such cases shall be determined under procedures adopted pursuant to Section 41304.

41304. Student Disciplinary Procedures for The California State University. The chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for the California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground for discipline under Sections 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus president in such matters; conduct-related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a hearing officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The chancellor shall report to the Board actions taken under this section.

University Alcohol and Drug Policies
California State University, Fullerton has specific policies related to the use of alcohol and other drugs, including President's Directive Number One: University Policy Regarding the Possession, Manufacturing, Sale, Furnishing Without Charge, and Consumption of Alcoholic Beverages and Other Drugs in a University Workplace or Residence Facility. The full text of this policy can be found in the Student Handbook or online at http://www.fullerton.edu/presdir/.

PARKING ON CAMPUS

Semester parking permits or daily permits are required 7 a.m. to 10 p.m., Monday through Thursday and 7 a.m. to 5 p.m., Friday. Posted 30-minute spaces and parking zones are enforced during these time periods. Red curbs/fire lanes, disabled person spaces, service/maintenance spaces, state-vehicle-only spaces, loading zones (white and yellow curbs and posted time limits) and all other university and California Vehicle Code parking regulations are enforced 24 hours a day. It is a violation to stop, stand or wait in parking facility drive aisles for a parking space; vehicles will be cited. There is no parking permit grace period at the start of a semester; vehicles not displaying a current parking permit will be cited. Parking permits are also required during intersession, summer session and when university offices are open. Parking permits are not transferable and are valid only when purchased from the university. Vehicles displaying a lost or stolen parking permit will be cited.

Student semester parking permits are valid in the following parking facilities: lots A, B, E, G, S, all parking structures and El Toro Campus student parking spaces. After 6 p.m., semester permits are valid in faculty/staff lots E-West, I, J and the College Park faculty/staff parking area. Faculty/staff parking lots F, H and K are designated for faculty/staff only.

Semester permits are available for purchase during class registration at www.fullerton.edu/titanonline under "Student Fees, Make A Payment." Semester permits may be purchased in person at Student Financial Services, University Hall 180. The price of a semester parking permit is $144. Daily permits can be purchased from permit dispenser machines located in lots A, B, E, G and at the El Toro Campus. Daily permits are valid all day in lots A and G and El Toro Campus student parking spaces. After 4 p.m. daily permits are valid in all student lots and the Residence Halls Parking Structure. After 6 p.m., daily permits are valid in faculty/staff lots E-West, I, J, the College Park faculty/staff parking area and the Nutwood Parking Structure.

Parking permits are required for motorcycles, mopeds (and other types of motorized two- and three-wheeled vehicles). Motorcycles/mopeds parking permits are valid only in designated motorcycle parking areas.

A current DMV disabled person placard or license plate and valid CSU Fullerton parking permit must be displayed in a vehicle while parked in a space designated for disabled persons.

Parking fees and regulations are subject to change without notification. Go to the Parking and Transportation Services website at www.parking.fullerton.edu for current information.

Construction of a 1,500-space parking structure in lot B is scheduled to begin spring 2005. Visit the website for details.

UNIVERSITY POLICE

Building T-1200
Business - (714) 278-2515
Campus Emergency - dial 911
or extension 3333

The University Police is a full service police department serving Cal State Fullerton and the El Toro Campus in Irvine. The Department is made up of the following units:

- Police Administration
- Patrol Operations
- Investigations
- Crime Prevention
- Lost & Found
- Campus Motor Pool and Key Pickup
- Livescan Fingerprinting Service

All sections of the department provide a wide range of services, both traditional and nontraditional. In addition, all CSUF police officers are sworn police officers that are graduates of State accredited Police Academies.

We investigate all crimes on campus and strictly enforce Penal Code and Vehicle Code violations. Our department has a very close working relationship with all surrounding police departments, and we are contacted when any major crime occurs off campus at any student organization. Our common goal is to assure that our campus is a safe place to study, teach, work, reside and visit.

Crimes on Campus

The majority of crimes on and around the campus are crimes of opportunity. They primarily include property thefts, such as bicycles, backpacks and books; thefts from vehicles and auto thefts. Personal assaults occasionally occur, but are uncommon on Cal State Fullerton campuses.

Alcohol and drug use is a societal problem, and therefore, Cal State Fullerton is no exception. Although these problems do occur on campus, they are experienced on a much smaller scale. Alcoholic beverages may be consumed by those over (21) years of age at the campus Pub, at designated sporting events, at special events authorized by the president and inside campus housing rooms for legal age residents and guests. All state and Federal drug laws are strictly enforced and violators will be prosecuted to the fullest. The University Police offers substance abuse education programs, and works closely with counselors at the Student Health Services Center.

Crime prevention awareness is a major factor in reducing these types of crimes. We encourage members of our campus community to act responsibly by securing their property and reporting suspicious activities immediately to the University Police.

Crime Prevention Programs

Crime prevention is citizen awareness and participation. It is a willingness to look out for one another, to report suspicious activities immediately to the University Police Department and to become involved in the safety and security of the campus.

Operation Identification (or Operation ID) is a citizen's burglary prevention/property identification program for use in homes and residence halls. It involves the marking of property with an identifying number as a means of burglary and theft prevention. This ID number also helps law enforcement agencies identify your property should it become lost or stolen and assists us in apprehending those individuals found in possession of stolen property. Mark your valuables by inscribing your driver's license number or State Identification card number in a location that can readily be seen by an inspecting police officer. An engraver can be checked out from the University Police Department.

In addition to this program, the University Police Department, in conjunction with the Women's/Adult Reentry Center, provides presentations on personal safety and rape awareness several times throughout the school year.

Each school year brings with it some different and unique crime problems. When these incidents occur, the University Police Department circulates flyers and runs articles in the Daily Titan newspaper to advise the community and create an awareness of any problems. Neighborhood (dorm) Watch also is an ongoing program at residence housing, which includes regular meetings with residence advisers and distribution of flyers or posters to communicate crime or other safety issues that may be of interest to the residents.

How to Contact Us

The California State University, Fullerton Police Department is located at the corner of State College Blvd. and Gymnasium Drive. The Police Department is open 24 hours a day, seven days a week, including holidays. The campus is never without police protection, including both uniform police officers and plain-clothes detectives.

Suspicious Activities

Many criminals escape detection and arrest because a citizen will observe suspicious persons or possible criminal activities and fail to report them. Members of the campus community can help by becoming aware of their surroundings and developing a perception of what seems out of place or out of the ordinary. It may be something as simple as a door-to-door salesperson attempting to solicit at the residence halls, a vehicle parked in an unusual location late at night, or someone just hanging around. What one reports may be an innocent activity. However, it could also be serious criminal activity about to happen or actually occurring. Report suspicious activities immediately to the University Police Department. We want you to call, and we don't mind if the incident doesn't turn out to be a crime in progress. Only if you call, can we respond and suppress potential criminal activity.

How to Summon Assistance

Emergency assistance on campus may be obtained by dialing 911 from any office or campus phone or from any residence or pay phone. Dialing this number connects the caller immediately with the University Police Department, which will respond with whatever assistance is needed (i.e., paramedics, ambulance, fire department, first-aid or police assistance).

If you are outside on the campus grounds when an emergency occurs and a telephone is not available, you may use one of the numerous emergency telephones located throughout the campus. The emergency telephones are identifiable as blue speaker telephone light towers, with blue lights atop, that are wired directly to the University Police Department for immediate response.

Annual Campus Security Report

Under the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, the university annually collects and reports information about campus crime and sets forth its security policies. This report is available for review on the Web at police.fullerton.edu/annualsecurityreport.htm. Printed copies of this report are also available upon request at the University Police Department (T-1200).

DEBTS OWED TO THE UNIVERSITY

Should a student or former student fail to pay a debt owed to the university, the university may "withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid (per Sections 42380 and 42381 of Title 5, California Code of Regulations). For example, the university may withhold permission to send or receive official transcripts of grades for any person owing a debt. If a student believes that he or she does not owe all or part of an unpaid obligation, the student should consult with Student Financial Services. The student may submit pertinent information to support his or her appeal of the unpaid debt. Student Financial Services will consider the student's appeal, upon consultation with other offices or departments if necessary. The student will be advised by Student Financial Services of its decision regarding payment of the debt.

STUDENT RIGHTS

Nondiscrimination and Harassment Policies

The California State University (CSU) does not discriminate on the basis of race, color, national origin, sex, disability or age in the educational programs or activities it conducts. Such programs and activities include but are not limited to admission, academic programs, non-academic programs, participation in intercollegiate athletics, and employment. Discrimination, including harassment on the basis of race, color, national origin, sex, disability or age, is prohibited by Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and various state laws and all subsequent amendments by the U.S. Department of Education.

By CSU Board of Trustees policy, the CSU does not discriminate on the basis of sexual orientation.

The CSU is responsible for providing a reliable, prompt and equitable response to a complaint of discrimination.

Inquiries concerning the CSU's compliance with these Acts, application of these laws to programs and activities of the CSU, campus policies, complaint resolution and/or appeals processes, and discrimination/harassment complaint filing procedures may be addressed to the CSU officers assigned the administrative responsibility of reviewing such matters or directly with the U.S. Department of Education, Office for Civil Rights listed below:

All Discrimination/Harassment/Sexual Harassment Complaints

Director, Diversity and Equity Programs, CSUF
Rosamaria Gomez-Amaro
College Park 700
rgomezamaro@fullerton.edu
(714) 278-3951
TDD 714-278-2786

Student Disability Complaints (including denial or failure to implement accommodations, academic adjustments and auxiliary aids)

Director, Disabled Student Services, CSUF
Paul K. Miller
University Hall 101
pmiller@fullerton.edu
(714) 278-3117
TDD 714-278-2786

U.S. Department of Education, Office for Civil Rights Region IX

www.ed.gov/ocr
San Francisco Office
Old Federal Building, 09-8010
50 United Nations Plaza, Room 239
San Francisco, CA. 94102-4102
(415) 556-4275, FAX (415 437-7783
TDD (415) 437-7786

Applicants for admissions or employment should contact the Office of Diversity and Equity Programs (DEP) for information on how to file a complaint or refer to the DEP website to obtain a copy of the complaint resolution procedure via http://www.fullerton.edu/diversity/policies.asp?mode=policies disccomplaint

Sexual Harassment

It is the policy of California State University, Fullerton and the California State University to maintain a working and learning environment free from sexual harassment of its students, employees and those who apply for student or employee status. Sexual harassment is illegal under Title VII of the Civil Rights Act of 1962, Title IX of the Higher Education Amendments of 1972, and the California Education Code 89535. Executive Order 927 - Systemwide Policy on Prohibiting Harassment in Employment and Retaliation for Reporting Harassment or Participating in a Harassment Investigation also prohibits sexual harassment within the California State University system. The university will not tolerate sexual harassment and will take action to eliminate such behavior. Information concerning campus sexual harassment policies and procedures can be obtained from the Office of Diversity and Equity Programs, College Park 700, (714) 278-3951 or http://www.fullerton.edu/diversity/policies.asp.

Right of Petition

Students may petition for review of certain university academic regulations when unusual circumstances exist. It should be noted, however, that academic regulations, when they are contained in Title 5, California Code of Regulations, are not subject to petition.

Petition forms are available in the Office of Admissions and Records. The University Petitions Committee will take action on the petition based on recommendations provided by appropriate officers and the student will be notified of the decision. Results of the action will be placed in the student's file in the Office of Admissions and Records.

The petitions committee members shall consist of the associate dean of each college, or designee, the university registrar, an academic programs representative, the director of Academic Advising Services, one faculty member of the University General Education Committee, and the associate registrar, who will serve as the secretary.

Right of Nonparticipation

University activities either within or outside of the classroom involve varying degrees of risk to the participants. It is university policy that the instructor directing such activities fully divulges to all potential participants the specific nature of such risks and obtains from them their expressed or implied consent prior to undertaking activities.

The student who at any time comes to believe that the risks, whether physical or psychological, are excessive has the responsibility to withdraw from participation at the time and to inquire of the instructor if there are alternative means of fulfilling the requirements without penalty. If there are none, the student may petition for withdrawal from the course without penalty or appeal for an appropriate modification of the activity. The appeal may be made either to the chair of the department concerned, or to the chair of the Institutional Review Board, or both.

Right of Academic Appeal

Please see "Academic Appeals" in the "Student Affairs" section of this catalog.

PRIVACY RIGHTS OF STUDENTS IN EDUCATION RECORDS

The Family Educational Rights and Privacy Act affords students certain rights with respect to their educational records. They are:

1. **The right to inspect and review their education records.**
2. **The right to request the amendment of their education records to ensure that they are not inaccurate, misleading or otherwise in violation of their privacy or other rights.**
3. **The right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent.** FERPA permits disclosures

without consent to "school officials" with "legitimate educational interests." "School officials" include university employees (including law enforcement unit and health personnel); agents of the university (such as an attorney or collection agent); or individuals, including students, serving on official committees or assisting a school official perform his/her tasks. A school official has a "legitimate educational interest" if the official needs to review an educational record to fulfill his/her professional responsibility. Upon request, the university discloses education records without consent to officials of another school in which a student seeks to enroll. California State University, Fullerton has designated as "Directory" information a student's name, date and place of birth, permanent and local address, university-recognized e-mail address(es), telephone number, class level, enrollment status, major, minor, dates of attendance, degrees and awards received, previous educational institutions attended, past and present participation in recognized activities, and weight and height if an athletic team member. Unless restricted by the student, the campus may release Directory information at any time to any requesting party, including the military and for the development of the university-affiliated marketing programs. Students may choose to limit the release of their Directory information in one four ways:

(A) Permit release of all directory information for any purpose. No further action by the student is required.

(B) Permit release of only "Verification" information. This sub-category of Directory information consists of student's name, class level, enrollment status, major, minor, degrees and awards received, dates of attendance and university-recognized e-mail address(es). The university will release this information for classroom use; in response to requests, including those from financial lenders, employers or insurance companies for verification of degree and enrollment information; and for inclusion in Commencement and honors material. Students who release only "Verification" information will be excluded from all university directories.

(C) Permit release of only "Class" information. This sub-category of Directory information consists of a student's name, major, minor, degree and awards received, and university-recognized e-mail address(es). The university will release this information for classroom use and for inclusion in Commencement and honors material. Students who release only "Class" information will be excluded from all university directories, and the university will not respond to requests, including those from financial lenders, employers or insurance companies, for verification of degree, dates of attendance and enrollment status.

(D) Withhold the release of all Directory information. Withholding the release of all Directory information means that the student will be excluded from all university directories and publications including Commencement and honors material, and the university will not verify degree, dates of attendance or enrollment status without the prior written consent of the student. Students may prevent the release of this information without a specific prior written authorization by logging on to http://titanonline.fullerton.edu or appearing in person at the Admissions and Records Service Center, room 114 on the first floor of Langsdorf Hall.

4. **The right to file with the U.S. Department of Education a complaint concerning alleged failures of the California State University, Fullerton to comply with the requirements of FERPA.** The Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-4605.

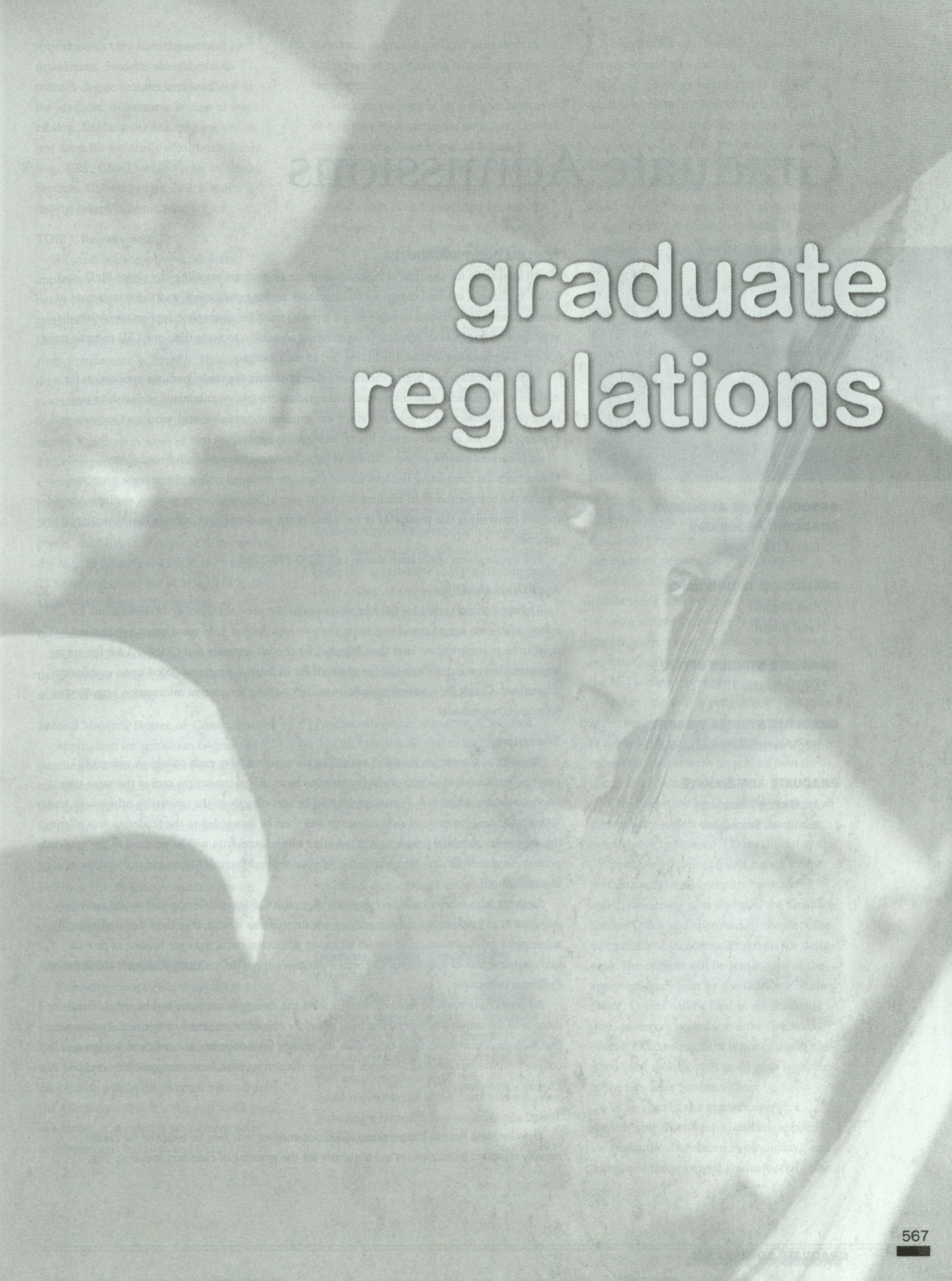
5. **The right to obtain a copy of the California State University, Fullerton's student records policy.** A copy of this policy may be obtained from the Office of the Vice President for Student Affairs.

USE OF SOCIAL SECURITY NUMBER

Applicants are required to include their correct social security numbers (taxpayer identification numbers) in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code. The Internal Revenue Service requires the university to file information returns that include the student's social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. That information is used to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes. The social security number is also required by the Franchise Tax Board for collection of returned checks.

For other records and services, the university uses an assigned Campus Wide Identification number (CWID) which may also be referred to as a SID (Student Identification Number) as the student's account number. A student's TitanCard number is not his or her identification number.

Students are required to write their student identification numbers on personal checks submitted for any payment to the university. Payment by personal check is consent by the student for the university to write the student's identification number on the check if it is not referenced. If a student prefers that his or her student identification number not be on the check, then the student must submit payment by cashier's check, money order, or when appropriate (other than mail-in or drop-off registration), cash. Use of the student identification number assures credit to the correct student university account.



graduate regulations

Graduate Admissions



ASSOCIATE VICE PRESIDENT, ACADEMIC PROGRAMS
Robert (Ray) Young

EVALUATION TECHNICIANS
Pam Migliore
Lynn Winter

GRADUATE STUDIES OFFICE
McCarthy Hall 103

GRADUATE STUDIES WEBSITE
http://www.fullerton.edu/graduate

GRADUATE ADMISSIONS
Application Procedures
Admission Procedures

APPLICATION PROCEDURES

All applicants for any type of postbaccalaureate or graduate standing (e.g., joint Ph.D. and Ed.D. applicants, master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete application within the appropriate filing period. Applicants considering admission to more than one CSU campus must submit a separate application (including fee) to each campus.

Second baccalaureate degree candidates should submit the undergraduate application for admission. Applicants who completed undergraduate degree requirements and wish to continue postbaccalaureate or graduate study are required to complete and submit a Graduate and Postbaccalaureate application and the nonrefundable application fee.

Applications may be accessed online at http://www.csumentor.edu/AdmissionApp/. Instructions for completing the application forms are included online. Since some programs require the completion of an additional form as part of the application process, students should inquire concerning this possibility at the office of the academic unit offering the particular program.

For questions on application status, call (714) 278-7788.

Application Deadlines

The application period for fall admission opens the previous October 1; applications for spring admission are accepted beginning the previous August 1. In most cases, applications need to be postmarked no later than March 1 for the fall semester and October 1 for the spring semester. However, deadlines may be changed for individual programs based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Transcripts

Two official transcripts in sealed envelopes are required from each college or university previously attended. Students should arrange to have official transcripts sent at the same time applications are submitted. Transcripts should be sent directly to the university Admissions and Records Office. One copy of each transcript will then be forwarded to the academic unit offering the degree or credential program, and the other official transcript will be retained in the student's permanent record file for use by both the Admissions and Records Office and the Graduate Studies Office.

Students who receive their baccalaureate degree at Cal State Fullerton and attend elsewhere subsequent to graduation, or continuing graduate students who change their declared objective subsequent to admission, must obtain whatever additional transcripts are needed to provide two complete sets of transcripts. Cal State Fullerton alumni do not need to request Cal State Fullerton transcripts.

All transcripts must be received directly from the issuing institutions and become official records of the university; such transcripts therefore cannot be returned or reissued. Transcripts that include course work from other than the issuing institution are not sufficient evidence of course work taken elsewhere. Foreign language transcripts must be accompanied by certified English translations.

Tests

The Graduate Record Examination (GRE), or another test, may be required for conditionally classified admission, or subsequently for the granting of classified standing. Test

requirements vary from department to department. Students should refer to master's degree requirements outlined in the academic department section of this catalog. Applications and information on test dates for nationally administered tests (e.g., GRE, GMAT) are available in Testing Services, University Hall 229, e-mail testingcenter@fullerton.edu.

TOEFL Requirement

All graduate and postbaccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 (paper) or 213 (computer) on the Test of English as a Foreign Language (TOEFL). Programs requiring a higher score than the minimum 550 include the MBA (570 paper, 230 computer), the MPA (570 paper, 230 computer), the M.S. in Education-TESOL (575 paper, 233 computer) and the M.M. and M.A. in Music (560 paper, 220 computer).

International Students

See procedures outlined in the international student portion of the "Admissions" section of this catalog.

Second Master's Degree or Concentration

Application for admission to graduate standing in a second degree program or concentration will be accepted only after the first degree has been awarded. Units used for the first degree or concentration may not be applied to the second. Students who have completed a master's degree at Cal State Fullerton in one concentration and wish to complete another will not be awarded a second degree.

ADMISSION PROCEDURES

Following completion of application procedures and subsequent review of the student's eligibility by the Admissions Office and appropriate academic unit, the student will be notified by the Admissions Office concerning admission. Written notice from the Admissions Office is the only valid proof of admission. Academic advisement prior to admission is tentative and should not be construed as granting official admission to a program or establishing requirements for the degree.

Students may apply for a degree objective or a credential or certificate objective. General admission requirements are as follows:

The minimum requirements for admission to graduate and postbaccalaureate studies at a California State University campus are in accordance with university regulations, as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations. Specifically, a student shall at the time of enrollment: (1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in good academic standing at the last college or university attended; (3) have attained a grade point average of at least 2.5 (A=4.0) in the last 60 semester units (90 quarter) units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.

Three admissions categories are defined in terms of these academic objectives:

Postbaccalaureate Standing: Classified

This category applies to students with a credential or certificate objective. To qualify for admission, applicants must (1) meet the general admissions requirements and (2) satisfy any additional professional, personal, scholastic, and other standards, including qualifying examinations. Refer to specific credential requirements under the "Teaching Credentials" section or individual departmental sections of this catalog.

Graduate Standing: Conditionally Classified

This category applies to students with a graduate degree objective. To qualify for admission in conditionally classified standing, applicants must (1) meet the general admission requirements and (2) meet any additional requirements of the particular program including a favorable recommendation from the academic unit.

An applicant who has deficiencies in departmental prerequisites or in departmental grade-point average requirements may be considered for admission in conditionally classified standing with the approval and recommendation of the academic unit. A student admitted in conditionally classified standing may subsequently be granted classified standing in a graduate degree program if professional, personal, scholastic, or other standards including qualifying examinations are met.

Determination of the student's prerequisites and assignment of courses, units, and grade points required to remove deficiencies is made by the academic unit. For specific information on prerequisites to classified standing, refer to the graduate degree requirements described in the appropriate academic departmental section of this catalog.

Graduate Standing: Classified

A student's status is changed to classified standing when the study plan has been approved by the associate vice president, Academic Programs (or designee). It is the student's responsibility to initiate the request for classified standing by making an appointment with the departmental graduate program adviser to develop a study plan. An eligible student may request classified standing prior to the first registration or during the first semester of registration. However, *no more than nine units of postgraduate work taken at this institution prior to classified standing will be applied to a master's degree study plan. Any acceptable transfer work is excluded from the nine units permitted.*

Classified standing is granted when (1) all prerequisites and/or deficiencies have been satisfactorily completed, (2) the official study plan has been developed and signed by the graduate program adviser and committee, and (3) the study plan is sent to the Graduate Studies Office and approved by the associate vice president, Academic Programs (or designee). The student will be sent a copy of the approved study plan by the Graduate Studies Office. Copies will be filed in the academic unit, university records, and the Graduate Studies Office. A student is not officially classified until an approved study plan is on file in the Graduate Studies Office.

To be granted the master's degree, a student must have been classified, applied for graduation (advanced to candidacy), and completed the approved graduate study plan.

Requirements that apply to all programs are described in the following section. For specific requirements of particular programs, see the graduate program descriptions in the departmental section of this catalog.

Each student's program for a master's degree (including eligibility, classified standing, candidacy, and award of the degree) must be approved by the departmental graduate program adviser, the student's graduate committee, and the Office of Graduate Studies.

Master's Degree Requirements

UNIVERSITY WRITING REQUIREMENT

Students working toward a master's degree are required to demonstrate writing ability commensurate with the baccalaureate degree. This requirement should be met within the first nine units of graduate work by successfully completing one of the following:

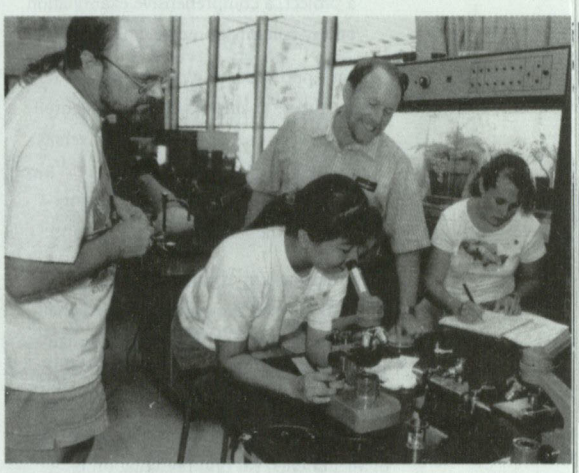
1. An upper-division writing requirement at any CSU campus.
2. An upper-division course at another university equivalent to a course that meets the Cal State Fullerton requirement. Such equivalence must be certified by the department or program responsible for the student's academic work.
3. Cal State Fullerton Examination in Writing Proficiency.
4. Upper-division or graduate-level course(s) certified as meeting the writing requirement and approved by the department or program responsible for the student's academic work. The grade received must be a "C" (2.0) or better.
5. A minimum score of 4 on the Graduate Record Exam (GRE) Writing Assessment Test.
6. A minimum score of 4 on the Graduate Management Admissions test (GMAT) Analytical Writing Assessment.

Any student who has not met the requirement within the first nine units of graduate work will be required to enroll in a university-approved writing course at the earliest opportunity. Departments and programs may, at their discretion and with approval of the Graduate Education Committee, establish additional writing requirements for their graduate students. For further information, students should consult their departmental graduate program adviser.

STUDY PLAN

General requirements for all master's degree study plans include the following:

1. A minimum of 30 approved semester units. Some programs require more.
2. At least 21 semester units must be taken in residence. For programs requiring 42 or more units, at least half the units must be taken in residence. Transfer credits and Cal State Fullerton extension credits are not residence units.
3. 400- or 500-level courses only. A graduate student enrolled in a 400-level course will be required to complete additional assignments as determined by the instructor. University policy does not allow 300-level courses on graduate study plans.
4. Normally 70 percent of all study plan courses will be at the 500-level. However, with prior approval, upon the recommendation of the Graduate Education Committee, programs may permit students to include up to 50 percent of course work at the 400-level.
5. No more than nine units of postbaccalaureate work taken at Cal State Fullerton prior to admission to classified standing.
6. No more than six semester units for a thesis, if a thesis is required.
7. Maximum of six units of independent study.
8. No courses taken to satisfy prerequisite requirements.
9. None of the following: correspondence courses, credit by examination, or similar.
10. No courses with nontraditional grades (e.g., CR, S, P).
11. Each course on the study plan must be completed with a grade of "C" (2.0) or better.
12. A minimum grade-point average of 3.0 ("B") in all courses attempted to satisfy requirements for the degree.



MASTER'S DEGREE REQUIREMENTS

University Writing Requirement

Study Plan

Advisers and Committees

Advancement to Candidacy

Completion of Requirements and Award of Degree

Graduate Academic Standards

13. Completion of all study plan courses within five years or seven years with approved extension. The time limit starts with the earliest course on the study plan.
14. All courses taken after the baccalaureate (or postbaccalaureate credit granted).
15. No courses credited toward another degree.
16. A final evaluation, which may be a thesis, a project, a comprehensive examination, or any combination of these.

The approved study plan is valid as long as the student maintains continuous enrollment in regular semesters at the university; otherwise it is necessary to reapply and meet any changed or additional requirements approved in the interim.

Culminating Experience Guidelines

Each master's program includes a final evaluation (culminating experience) that marks the end of the graduate program. A thesis, a project, a comprehensive examination, or any combination of these is required of all students. An oral presentation is strongly encouraged.

Through culminating experiences, individual students demonstrate mastery of disciplinary materials. Because these demonstrations of mastery are specific to individual students, theses, projects, performances, exhibitions, and comprehensive examinations shall be composed of individual student work, unless more than one culminating experience is required in the program.

Individual student work shall include exhibitions in which individual work is clearly identified but displayed alongside the work of others. Individual student work shall also include accompanied artistic performances, or performances rendered in ensemble, in which individual student performances are clearly identifiable. In programs that require more than one culminating experience, at least one culminating experience must be based on individual student work.

Students whose programs require a culminating experience that is undertaken in groups (e.g., for the M.B.A.) shall receive an individual assessment based on a component of the work identifiable as authored or created by each individual student.

Election of Curriculum

A student remaining in continuous attendance in regular semesters and continuing in the same curriculum may elect to meet the degree requirements in effect either at the time of entering the curriculum or at the time of completion of degree requirements, except that substitution for discontinued courses may be approved by the graduate program adviser.

Changes in Study Plan

If a classified graduate student needs to make a change in the approved study plan, a request should be made to the student's departmental graduate program adviser. Requests must be made prior to registration for any course work to be substituted or added. No course may be removed from the study plan after a student has taken it. Forms which may be used to file a request for change in study plan are available from graduate program advisers, in the Graduate Studies Office, or on the Graduate Studies website.

Changes in study plan may also be required because of outdated course work or grade-point average deficiencies (see "Time Limit for Completion" and "Graduate Academic Standards").

Time Limit for Completion

All requirements for the master's degree, including all course work on the student's study plan, normally should be completed within five years. This time limit begins with the semester of the earliest course used on the student's study plan and consists of a total of ten (10) consecutive semesters. When individual circumstances warrant, this time limit may be extended for up to two years (four additional consecutive semesters).

A student may request an extension of the five-year time limit by filing a petition with the Graduate Studies Office. The petition must contain a full explanation of the circumstances that prevented completion of the degree requirements within the normal five-year limit and must be approved (signed) by the graduate program adviser, the chair of the appropriate graduate committee and the director of Graduate Studies. Approvals for extension must be obtained prior to the expiration of the five-year limit.

Outdated Courses

Outdated course work (course work older than the student's approved time limit; i.e., five or seven years) should be repeated. However, a maximum of nine (9) units of course work may be exempt from this policy if course content can be validated. Copies of the "Petition for Validating Outdated Course Work" may be obtained from the Graduate Studies Office or website. Validation is allowed at the discretion of the graduate program adviser, the academic unit offering the subject course, and the director of Graduate Studies.

Validation must be accomplished by passing a written comprehensive test of the materials covered by the course being validated or by some equivalent method with prior approval of both the graduate program adviser and the director of Graduate Studies. Any outdated course work that cannot be validated either because of a denial of the petition or because it is in excess of the nine units allowed for validation, must be repeated or updated through enrollment in additional study plan course work. If course work is repeated or additional course work is required to update, the units and grades will be added to the study plan.

Outdated transfer course work cannot be validated.

ADVISERS AND COMMITTEES

University policy provides that each student's program for the master's degree shall be under the guidance of an adviser and for some programs, a committee as well. A graduate program adviser is designated in each department or program to give overall supervision for the graduate program. In some departments, the graduate program adviser also serves as the individual student's adviser. Policies and procedures related to graduate committees are available in the Graduate Studies Office.

It is the responsibility of the student to arrange appointments for advisement and other information in the office of the academic unit offering the degree program. As a minimum, the student should obtain advisement (1) either prior to or during the first semester of attendance, (2) when requesting classified standing, and (3) when applying for a graduation check prior to the final semester.

It is advisable for the student to maintain a personal file of transcripts and other evidences of grades and achievements, and to have these documents available whenever seeking advisement.

ADVANCEMENT TO CANDIDACY

A student who has been granted classified standing is advanced to candidacy after a request is filed for graduation by the student and an affirmative recommendation is made by the graduate program adviser. An overall minimum grade-point average of 3.0 (B) and a minimum grade-point average of 3.0 for all study plan course work is required. Other scholastic, professional and personal standards, the passing of examinations, and other qualifications, may be required.

COMPLETION OF REQUIREMENTS AND AWARD OF DEGREE

Deadlines

All course work for the degree, except final course examinations, should be submitted by the last day of classes, in order to assure granting of the degree by the end of the semester or session. The degree is awarded upon the satisfactory completion of all state and university requirements, as well as the specific requirements approved on the student's graduate study plan. Award of the degree also requires the recommendation of the appropriate graduate program adviser and committee (advancement to candidacy), the approval of the faculty, and approval of the associate vice president, Academic Programs (or designee)

If a thesis is required, it must be deposited in the campus bookstore according to instructions shown under "Theses and Projects," no later than the last day of final examinations for the semester or session in which the degree is to be awarded.

Applying for Graduation

Students must file an application for a graduation check and pay the $115.00 graduation and diploma fee prior to the beginning of the final semester.

The last date to file the application is listed in the front inside cover of the Class Schedule for each regular semester and is posted on the Graduate Studies website. Candidates for summer (August) graduation must file their requests prior to registration for the spring semester. Students completing requirements during the summer must also obtain departmental approval prior to the summer term by filing a Petition for Summer Completion. The form is available in the Graduate Studies Office. The approved form must be returned to Graduate Studies during the spring semester.

Students who fail to complete requirements as planned must update the application for a graduation check and do so by the appropriate deadline. A fee of $10.00 is required to change the graduation date.

Forms for applying for graduation and changing the graduation date are available at the Admissions and Records Service Center and the Graduate Studies Office.

Graduation and Commencement

The effective date of graduation will be the last day of the specific term in which requirements are completed.

Commencement ceremonies are held only at the end of the spring semester. Students completing requirements at the end of the fall and spring semesters and during the following summer may participate in those ceremonies.

Information concerning commencement activities is sent to students by college dean's offices usually in April of each year. Arrangements for cap, gown and hood rental are made in the campus bookstore, Titan Shops.

GRADUATE ACADEMIC STANDARDS

Grade-Point Average Requirements

A grade-point average (grade points divided by units attempted) of at least 3.0 is required for graduation with a master's degree. This grade-point average applies to (1) all 400- and 500-level units attempted subsequent to admission to a degree program and (2) all units required on the student's graduate study plan including transfer courses. Each course on the study plan must be completed with a grade of "C" (2.0) or better.

A degree student may request a change in study plan in order to raise the study plan grade-point average by:

1. Adding no more than six units of approved course work, or
2. Repeating no more than six units of course work in which a "C" (2.0) or lower was earned, or
3. A combination of 1. and 2. not to exceed six units.

Requests to add courses to the study plan, repeat courses, or add courses to raise the overall grade-point average, must be approved by the graduate program adviser and the associate vice president, Academic Programs (or designee) prior to registration. When a course is added or repeated, the original course remains on the study plan and on the student's transcript and both grades are used in calculating the student's grade-point average.

A grade-point average of at least 2.5 is required for continuing status as a postbaccalaureate student, i.e., credential or certificate objective.

Repeated Courses

If a grade less than "C" (2.0) is received in a study plan course, the course must be repeated and passed with a grade of "C" (2.0) or better. A course may be repeated only once. If a course is repeated, both grades are included when computing the student's study plan and cumulative Cal State Fullerton grade-point average. Repetition of a course carries no additional unit credit toward the degree; however, the additional units are included in the cumulative units shown on the Cal State Fullerton transcript.

In extenuating circumstances, the student may petition the associate vice president, Academic Programs (or designee) to add another course to the approved program with the unit value equivalent to that of the course in which the unsatisfactory grade was received.

Successful repetition of a course originally passed carries no additional unit credit toward a degree.

Probation

A graduate student enrolled in a graduate degree program will be placed on academic probation if either the cumulative or the study plan grade-point average falls below 3.0. A graduate student may also be placed on probation for reasons other than cumulative and/or study plan grade-point average. Reasons for this administrative-academic probation include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student's discipline, or inappropriate behavior as defined in the Student Bill of Rights and Responsibilities, and in the Academic Dishonesty sections of this catalog (see "University Regulations").

Graduate degree students will be allowed two semesters on academic probation before being subject to disqualification. Students will remain on administrative-academic probation contingent upon conditions required for their continuing in the program. The Graduate Studies Office maintains a list of students on probation and subject to disqualification.

A postbaccalaureate student (credential, unclassified, or undeclared status) will be subject to academic probation if after completing 12 or more units, the cumulative grade-point average falls below a 2.5 average.

Disqualification

The associate vice president, Academic Programs (or designee), in consultation with the student's graduate program adviser, will disqualify a graduate student who is on probation if the student does not, or cannot, raise the study plan and cumulative grade-point average to 3.0 by the completion of the second regular semester following the semester in which the grade-point average fell below the minimum 3.0 standard.

If a student's grade-point average becomes so low that it cannot be raised to 3.0 within the prescribed limits of course work, the student will be disqualified from the master's degree program.

Students placed on probation for reasons other than grade-point average will be disqualified if:

1. The conditions for removal of administrative-academic probation are not met within the period specified.
2. The student becomes subject to academic probation while on administrative-academic probation.
3. The student is removed from administrative-academic probation and subsequently becomes subject to administrative-academic probation for the same or similar reasons as originally placed on probation.

Disqualification removes a student from graduate standing and prevents further enrollment in university courses (except through University Extension). A student who has been disqualified from a master's degree program may not apply for readmission to that program. However, a student who has been disqualified from one degree program may apply for readmission to a different degree program. A readmitted student must file a new study plan that meets current requirements and policies. Any disqualified student who wishes to use previous course work must have it approved by the associate vice president, Academic Programs (or designee).

A postbaccalaureate (i.e., credential or certificate objective) student on probation will be subject to disqualification if the cumulative grade-point average is not raised to 2.5 the semester after being placed on probation.

Appeals related to graduate degree probation or disqualification should first be directed to the departmental graduate program adviser. Please contact the Graduate Studies Office for further information and procedures. Appeals related to postbaccalaureate (credential or unclassified) probation or disqualification are submitted on a reinstatement form available in the Graduate Studies office.

Graduate Enrollment Policies

RESIDENCE REQUIREMENT

A student is considered to be in residence when registered during regular semesters at this university. For degrees requiring 30 units, 21 units must be completed in residence at this institution. For programs requiring 42 or more units, at least half the units must be taken in residence. Approved units earned in summer sessions may be used to meet regular semester unit requirements on a course by course basis. Extension credit may not be used to fulfill the minimum residence requirement.

CONTINUOUS ENROLLMENT

A graduate degree student is required to maintain continuous enrollment in every fall and spring semester from the beginning of the program of study until award of the degree. This policy is designed to eliminate the need for readmission to the university, provide opportunity for continuous use of facilities, including the library, and assure the development of an integrated program, which is adequately supervised and effectively completed within the time limitations allowed by regulations.

Unless granted an approved leave of absence, a graduate student who fails to register each semester has discontinued enrollment in the graduate degree program. In order to resume study, the student needs to reapply for admission to the university and to the degree program and meet any changed or additional requirements approved in the interim.

Students who may have completed all course work, but who may not have satisfactorily completed a comprehensive examination or other requirement, are expected to maintain continuous enrollment until award of the degree.

A graduate student who finds it impossible to attend during a certain semester and is not eligible for a leave of absence, must register in Graduate Studies 700. Registration in this course is restricted to conditionally classified or classified graduate students. It carries no unit credit and does not require class attendance. Registration in this course in each semester when no other course work is taken will be necessary until award of the degree.

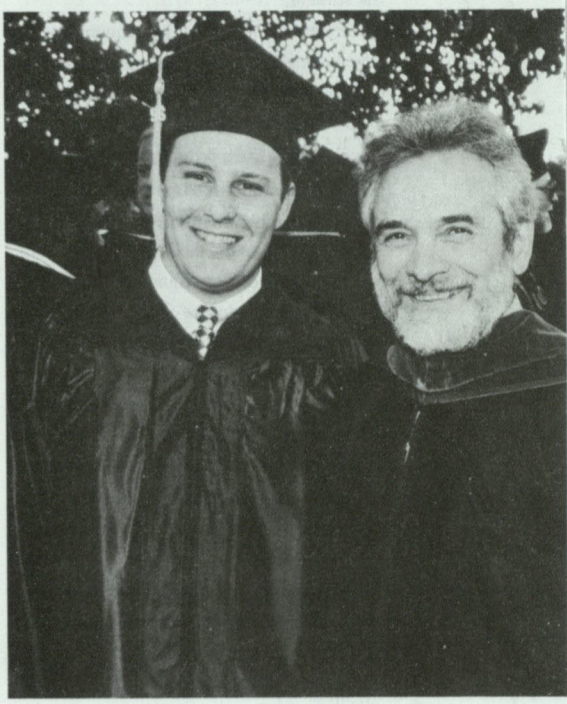
Similarly, Credential Studies 701 is available for students with a credential-only objective who find it impossible to enroll in course work and are not eligible for a leave of absence.

LEAVE OF ABSENCE

Graduate degree or credential students may request a leave of absence for up to one year. Conditionally classified or classified graduate students qualify for a leave if they are in good academic standing and have completed at least six credit hours' work toward the degree in residence at Cal State Fullerton. Students with a credential-only objective qualify if they have completed at least one semester of course work in good academic standing. Forms to request a leave of absence are available at the Admissions and Records Service Center, in the Graduate Studies Office, and on the Graduate Studies website. Students are encouraged to submit requests for leave of absence prior to the start of the semester for which they are requesting a leave.

Any one of the following circumstances may be grounds for requesting a leave of absence:

1. Illness or disability (permanent or temporary) or similar personal exigencies including pregnancy which make it impossible or inadvisable for a student to register for classes.
2. Activities that enhance a student's professional career objectives.
3. Active duty in the armed forces of the United States.
4. Other reasons at the discretion of the director of Graduate Studies.



GRADUATE ENROLLMENT POLICIES

Residence Requirement

Continuous Enrollment

Leave of Absence

Study Load

Extended Education

Enrollment in 500-Level Courses by Seniors

Postgraduate Credit

Transfer Credit Policy

After review by the Graduate Studies Office, the academic unit (where applicable), and the Registrar's Office, a response is mailed to the student.

A first-time leave of absence of one semester only will normally be granted upon request for students who qualify and will not require an application for readmission to the university. Registration materials for the semester following the leave will be sent to the student.

Students requesting a subsequent leave or a leave longer than one semester are required to provide appropriate documentation (e.g., doctor's recommendation, verification of employment). Such requests must also be endorsed by the graduate program adviser.

A leave granted to a degree objective student preserves the election of curriculum rights regarding catalog requirements. However, leaves of absence do not change the time limit for completion of the degree. For credential students, a leave granted by the university does not exempt them from new requirements imposed by the State regardless of the catalog year and also does not extend time limitations imposed by the State for completing specific teaching credential requirements.

STUDY LOAD

To qualify for full-time enrollment certification by the university, graduate students must carry a study load of 12 units of course work a semester or nine units of which six are in 500-level courses. A normal full-time load in summer session is one and one-third units per week of instruction.

As required by federal regulations for non-immigrant "F-1" and "J-1" visa students, the Graduate Studies office maintains a listing of programs that allow less than 12 units per semester to qualify for full-time status. These departmental unit requirements do not change the official definition (stated above) that is used to certify full-time enrollment for financial aid eligibility or loan deferment.

The maximum study load for students working toward a master's degree is 12 units per semester; in exceptional cases, however, a student may take more with the approval of the graduate program adviser. Forms to request excess units are available in the Graduate Studies Office, on the Graduate Studies website, or from the departmental graduate program adviser.

EXTENDED EDUCATION

In addition to its regular academic programs, the university offers courses through Extended Education. This includes summer session, intersession, extension-only courses, and open university enrollment. The applicability of credit earned in courses taken through Extended Education is subject to approval by the graduate program adviser and the associate vice president, Academic Programs (or designee). Consultation with a graduate adviser before taking any course through Extended Education is strongly recommended.

Any student desiring a master's degree must be admitted to the university and maintain continuous enrollment every fall and spring semester until award of the degree. Enrollment through University Extension does not maintain continuous enrollment.

Summer Session/Intersession

Appropriate courses taken during the summer session or intersession may be applied to a graduate degree program, provided the courses are approved in advance by the departmental graduate program adviser.

Enrollment in courses taken during summer session or intersession does not constitute admission to the university or enrollment as a continuing student in the university.

Extension Credit

No more than nine units of extension credit may be applied to a graduate degree. Extension credit is granted for two types of courses: (1) those with an "X" prefix in the Extended Education Bulletin and (2) those taken through open university enrollment.

Open University Enrollment

Open University enrollment through Extended Education permits students who are not formally admitted to the university to enroll in regular university courses, i.e., those courses listed in the university catalog, during fall or spring semesters. Courses taken through open university enrollment are included in the nine-unit extension credit limit.

ENROLLMENT IN 500-LEVEL COURSES BY SENIORS

Undergraduate students may enroll in graduate level courses (500-level) if they:

a. have reached senior status (i.e., completed a minimum of 90 semester units)
b. have the academic preparation and prerequisites required for entry into the course
c. gain the consent of the instructor.

Students wishing to use 500-level course work taken during their undergraduate degree toward a master's degree should read the following section on Postgraduate Credit.

POSTGRADUATE CREDIT

A graduate student may petition for a maximum of nine units of postgraduate credit for course work (either 400- or 500-level) taken during the undergraduate degree at California State University, Fullerton, if:

a. the course work was not used to meet any of the university's requirements for the baccalaureate degree (including major, minor or concentration)
b. the course work was taken during the twelve months immediately prior to the student's graduation
c. each course was completed with a grade of "B" (3.0) or better.

Petition forms are available at the Admissions and Records Service Center. If approved, appropriate notations will be entered on the student's transcript.

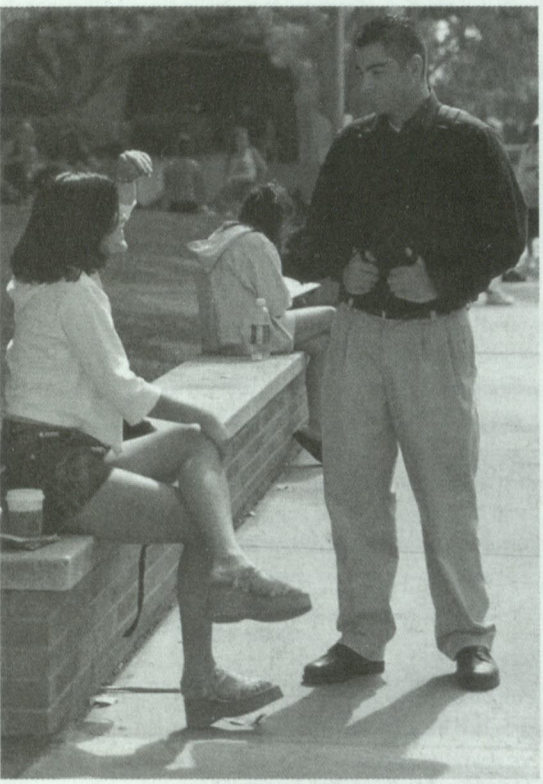
The use of postgraduate course work on a student's graduate study plan is governed by the general regulations for all graduate degrees and must be approved by the graduate program adviser, the appropriate graduate committee and the associate vice president, Academic Programs (or designee).

TRANSFER CREDIT POLICY

Graduate students may request to apply a limited amount of transfer course work towards unit requirements for a master's degree. The use of transfer course work on a student's study plan is subject to the following provisions:

1. Each course being transferred must:
   a. have been taken at an accredited college or university.
   b. be acceptable for credit toward a graduate degree at the institution where the course work was taken.
   c. have been completed with a grade of "B" (3.0) or better.
   d. not have been used in meeting the requirements for another earned degree (either graduate or undergraduate)
   e. have been completed within the student's five-year time period which is required for completion of the requirements for the master's degree at CSUF.
2. An absolute minimum of 21 semester units toward any master's degree at CSUF must be in residence units. For master's degrees requiring more than 42 semester units, a minimum of half of the units used on the student's study plan must be in residence units. Residence units are granted for courses taken at the university during regular sessions of fall and spring and any special session.
3. Use of transfer work on a student's study plan is subject to all other policies concerning study plan course work; e.g., fifty percent must be graduate-level work, no correspondence course work, no credit by examination, no courses with nontraditional grades.
4. In all cases, the use of transfer course work on a student's study plan is subject to the acceptance and approval of the academic unit's graduate program adviser and the associate vice president, Academic Programs (or designee). Course work taken at another institution after admission to CSUF as a graduate student is rarely accepted for credit toward a master's degree and can only be accepted if the student has received prior approval of both the graduate program adviser and the associate vice president, Academic Programs (or designee).
5. All approved transfer units and grade points will be entered on the CSUF transcript at graduation.
6. A unit of course work taken at a college or university on the quarter system will be considered as equivalent to two-thirds of a unit when such course work is considered acceptable as transfer work.

Theses and Projects



THESES AND PROJECTS

Definition

Annual Thesis Award

General Regulations

Format Guidelines and Style Manuals

Deadlines

Final Procedures

DEFINITION

A thesis is defined as the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product demonstrates originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.

A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It also evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation. An oral defense of the project is strongly encouraged.

An oral defense of either a thesis or a project normally includes a presentation by the master's candidate to a group of faculty capable of assessing the quality of the student's work, and/or a period of questioning directed to the master's candidate by said group of faculty. Oral defenses should include not fewer than three such faculty members, two of whom should be the student's supervisory committee chair and one other committee member, though they may include more than three faculty members, even the entire program faculty. The defense will be held in an appropriate academic environment, normally on campus. Program faculty may approve oral defenses undertaken partly or wholly in mediated environments, including via conference call or online, provided that the defense takes place in "real time." The oral defense, normally a graded pass/fail event, is recorded either by audio or videotape, or through another medium. Such records must be complete enough to afford protection for both the student and the faculty members involved.

ANNUAL THESIS AWARD

An award of $1,000 along with an engraved plaque will be given each year to the student whose thesis represents the highest standard of scholarly accomplishment as determined by a panel of judges chosen from emeriti professors. Interested students should contact the Graduate Studies Office or their graduate program adviser for further information on eligibility and deadlines. Finalists from each college may also be recommended for Honorable Mention by the judges; these will receive a certificate of Honorable Mention and a $100 cash award.

GENERAL REGULATIONS

Of the minimum of 30 semester units of approved course work required for the master's degree, no more than six are allowed for a thesis.

When a thesis is required, the Pollak Library will be provided with an approved original in the approved binding and an acceptable microfilm of the thesis. An abstract accompanies the thesis and will normally be published in the *University Microfilms International Journal, Masters Abstracts.* Copies are thereby made available for order by interested scholars.

An approved copy of the thesis or project may also be required by the student's academic department. Students should check with their graduate program adviser as to whether a copy is needed by the department as part of the requirements for graduation.

When a project is required, some record of the project, or the project itself, is filed in the academic unit and, in some cases, in the library.

A student's thesis committee is composed of a minimum of three faculty members who supervise and approve the thesis. A qualified person who is not a regular Cal State University faculty member may serve as a visiting examiner and join in the approval of the thesis. This person serves as the fourth member of the committee.

Title to theses (and projects when filed in the library) passes to the university upon their acceptance by the evaluating faculty.

Variations from procedures and regulations should be referred to the Office of Graduate Studies for review.

FORMAT GUIDELINES AND STYLE MANUALS

All-university format guidelines are included in a thesis manual that has been developed to assist the student in preparation of a thesis. Copies are available in the Office of Graduate Studies and on the Graduate Studies website. It is the student's responsibility to make certain that the requirements are met. The student is strongly advised to become familiar with the instructions in the manual. Theses from the library or departmental offices should not be used as examples of correct format.

The academic unit, through the student's adviser and/or committee, is responsible for the academic content and English usage in the thesis and for the student's correct use of forms of documentation and bibliography. In addition to the university format guidelines, each academic unit may select a supplementary style manual to be followed in matters of documentation and bibliography. Students should consult their graduate program adviser or thesis committee chair concerning the style manual used.

If the supplementary style manual presents regulations that conflict with the all-university format guidelines published in the university thesis manual, the university regulations take precedence.

Some graduate programs require style manuals or guides designed for journal articles. Although these are helpful for abbreviations, tables, figures and footnoting, as well as other purposes, students should be aware of the difference between a thesis and an article and make appropriate adaptations when formatting their thesis, approved by the graduate program adviser.

If the academic unit does not recommend a specific style manual, the student should refer to the most recent edition of "A Manual for Writers of Term Papers, Theses, and Dissertations" by Kate L. Turabian or "The Chicago Manual of Style," published by the University of Chicago.

The student makes all necessary arrangements for preparing the thesis for final approval. A list of independent word processing professionals is available in the Office of Graduate Studies. The university Career Center also maintains a listing of students and others who have indicated their availability for word processing assignments.

DEADLINES

Adequate time should be allowed for typing, reading and approval by the adviser, the committee members, and the university thesis reader. Specific deadlines are listed each semester on the Graduate Studies website. Ample time should be allowed for any special arrangements, such as duplication of the thesis by the campus bookstore or elsewhere, prior to the deadline.

The final version of the thesis should be submitted to the student's committee for final review and approval at least six weeks prior to the last day of classes. The deadline for submission to the university thesis reader is two weeks prior to the last day of classes.

For summer completion, the student should check with the academic unit and the Graduate Studies Office for appropriate deadlines. Theses are reviewed by the university thesis reader in the order in which they are received by the Graduate Studies Office.

The Graduate Studies Office must receive notification from the campus bookstore (Titan Shops Copy Center) that the thesis has been received for binding and microfilming by the official graduation date for each semester.

FINAL PROCEDURES

1. *Approval Signatures:* When the final draft is completed, the student obtains signatures on the approval page of all of the members of the committee. If there is a disagreement within the committee concerning the acceptability of the thesis, the approving signatures of a majority of the committee will be sufficient. Nonavailability of one member of the committee is not an adequate reason for acceptance of signatures by less than the full committee. No changes or additions will be allowed after the final signatures have been obtained.

   The title/approval page may be photocopied onto the correct paper stock; however, the signatures must be original. Photocopied signatures are not acceptable for binding or microfilming. The signatures must be in black ink. The student should arrange for at least three original title pages to be signed by the committee members. One original is submitted to the bookstore with the thesis or project; the other originals may be used as the student's personal copy or for the departmental copy, if required.

2. *University Thesis Reader:* The thesis is ready for review by the university thesis reader after the faculty have signed off and the thesis has been produced in its final form. One unbound copy of the thesis including the original approval page is taken to the Graduate Studies Office for review by the thesis reader for conformity to all-university format guidelines. The thesis submitted to the Graduate Studies Office for review may be photocopied or printed on plain, unlined, white paper; however, the title/approval page should be on the correct paper stock. The student will be notified of any revisions or corrections that need to be made. Final approval on format is given by the thesis reader on the "Thesis Approval Form" that is submitted with the thesis. The form is available in the Graduate Studies Office or on the website.

3. *Binding and Microfilming:* The student takes the approved copy of the thesis, the signed title and approval page, and the signed Thesis Approval Form to the campus bookstore and pays the appropriate fees (currently $155 plus $65 if copyright is desired). The bookstore arranges for the binding of the thesis by a local bindery and other services by University Microfilms International (UMI). Once submitted and receipted, the thesis may not be withdrawn by the student from the campus bookstore. The campus bookstore sends the approved original (including the original signed approval page) to University Microfilms International for filming and publication of the abstract, and upon its return sends it to the bindery.

   An agreement is completed for UMI to publish the abstract in Masters Abstracts, prepare a microfilm negative, and sell microfilm, photocopies and papers in electronic format to interested scholars. Arrangements for copyrighting are also possible through UMI.

4. *Notification for Award of the Degree:* The grade for the thesis is reported in the usual manner to the registrar by the appropriate faculty. The bookstore notifies the Graduate Studies Office that the approved thesis has been deposited, the fees paid, and the agreement for microfilming and publication of the abstract completed by the student.

5. *Depositing of Thesis in Library:* When the thesis is returned by the bindery, the bound copy is sent by the university bookstore to the library for circulation. One set of the slides or separately mounted illustrative material is housed with the bound copy.

Graduate Student Checklist

There may be additional steps for individual students in particular programs; for these, consult the program description and the academic unit (college, department or program) offering the degree program.

❑ = Action initiated by student (as indicated below)

◆ = Action initiated by the university

1. ADMISSION TO GRADUATE STANDING: CONDITIONALLY CLASSIFIED

- ❑ Apply for admission and declare objective(s), using precise codes on the application form
- ◆ Receive application acknowledgement from the Admissions Office
- ❑ Request two sets of official transcripts of all previous college-level course work attempted be sent to Admissions Office
- ❑ Take tests, if required by program, and order test scores sent to Cal State Fullerton, designating appropriate academic unit on the test registration form
- ❑ Provide the departmental graduate program adviser with any other supporting statements or materials, as required
- ◆ Recommendation for admission made by departmental graduate program adviser to Admissions Office
- ◆ Receive notification of admission from Admissions Office
- ❑ Make an appointment with the graduate program adviser to discuss your academic program. Advisers for each department are listed on the Graduate Studies website.

2. GRADUATE STANDING: CLASSIFIED

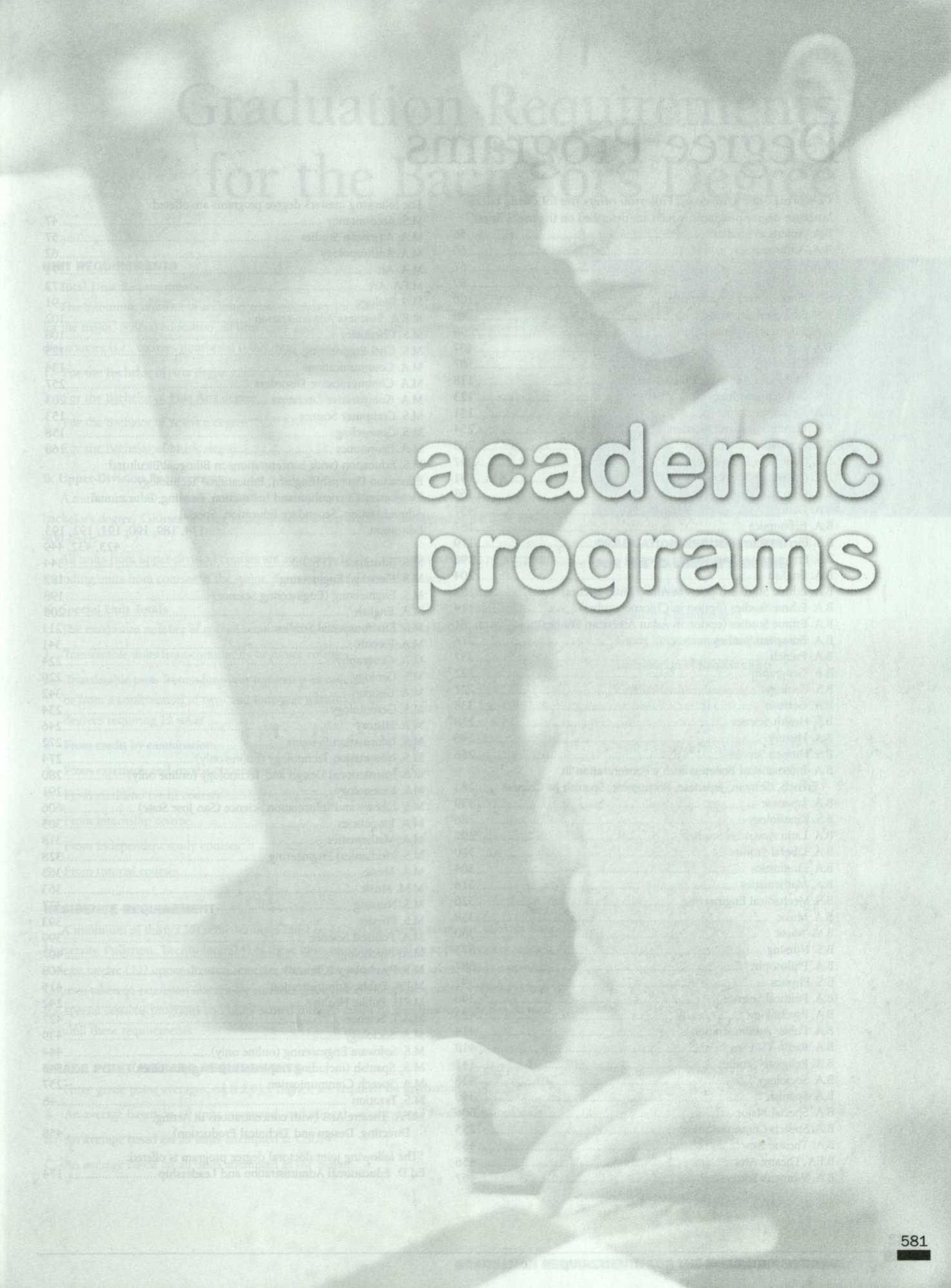
- ❑ Complete any course prerequisites and/or remove deficiencies
- ❑ Apply for classified standing in the academic department offering the particular program prior to completion of nine units of study plan course work
- ❑ Consult departmental graduate program adviser for advisement, including development of official study plan
- ❑ Provide appropriate academic unit with any other supporting statements or materials, as shown in program descriptions in this catalog
- ❑ Take tests if required by program, and order test scores sent to Cal State Fullerton, designating appropriate academic unit on the test registration form
- ◆ Recommendation for classified standing made by graduate program adviser by sending the signed study plan to the Graduate Studies Office
- ◆ Notification of classified standing granted is sent from Graduate Studies along with a copy of the approved study plan
- ❑ If not received within a reasonable length of time, contact the departmental graduate program adviser or Graduate Studies Office.

3. COMPLETION OF REQUIREMENTS

- ❑ Apply for graduation prior to the beginning of the final semester. Specific deadlines are listed on the current Class Schedule and posted on them Graduate Studies website. The grad check form is available at the Admissions and Records Service Center and the Graduate Studies Office. A graduation processing and diploma fee of $115 will be paid to the university cashier with the application for graduation.
- ❑ Consult the departmental graduate program adviser to confirm final requirements for the degree
- ❑ Complete written and/or oral examination, if required. Complete thesis or project, if applicable
- ❑ Obtain committee approval for thesis, project or results of comprehensive exam(s)
- ❑ If applicable, submit thesis to university thesis reader by deadlines listed in the Class Schedule and on the Graduate Studies website
- ◆ Thesis reader signs "Thesis Approval Form"
- ❑ Take approved copy of thesis with "Thesis Approval Form" to the bookstore (Titan Shops Copy Center) and make arrangements for binding, microfilming and publication of the abstract. The cost is currently $155 plus $65 if copyright is desired.
- ◆ Final, approved study plan, with recommendation, sent by the department graduate program adviser to the Graduate Studies Office
- ◆ A copy of the Grad Check Review Form is sent to the student showing the adviser's recommendation.
- ◆ Preliminary audit completed by Graduate Studies Office staff. The student's study plan is checked for pending grades, and completion of any other requirements.
- ❑ Deposit approved copy of thesis or project in academic department (if required)
- ❑ Complete all general and specific requirements, other than final course examinations, by the last day of classes, in order to assure granting of the degree by the end of the semester
- ◆ Final verification of completion of requirements sent by the Graduate Studies Office staff to the registrar
- ◆ Notification of award of degree received from registrar approximately ten weeks after the end of the semester

4. COMMENCEMENT

- ❑ Make appropriate arrangements for cap, gown and hood rental in the campus bookstore
- ◆ Commencement information sent by the College Dean's Office



academic programs

Degree Programs

California State University, Fullerton offers the following baccalaureate degree programs, which are described on the pages listed:

B.A. American Studies....56
B.A. Anthropology....60
B.A. Art....67
B.F.A. Art....69
B.S. Biochemistry....106
B.S. Biological Science....88
B.A. Business Administration....98
B.A. Chemistry....107
B.S. Chemistry....107
B.S. Child and Adolescent Development....118
B.S. Civil Engineering....123
B.A. Communications....131
B.A. Communicative Disorders....254
B.A. Comparative Literature....203
B.S. Computer Engineering....147
B.S. Computer Science....151
B.A. Criminal Justice....162
B.A. Dance....457
B.A. Economics....167
B.S. Electrical Engineering....179
B.S. Engineering (Engineering Science)....198
B.A. English....204
B.A. Ethnic Studies (option in Afro-Ethnic studies)....53
B.A. Ethnic Studies (option in Chicano studies)....114
B.A. Ethnic Studies (option in Asian American Studies)....81
B.A. European Studies....214
B.A. French....337
B.A. Geography....222
B.S. Geology....227
B.A. German....338
B.S. Health Science....238
B.A. History....246
B.S. Human Services....266
B.A. International Business with a concentration in French, German, Japanese, Portuguese, Spanish or Chinese....283
B.A. Japanese....339
B.S. Kinesiology....286
B.A. Latin American Studies....297
B.A. Liberal Studies....300
B.A. Linguistics....304
B.A. Mathematics....316
B.S. Mechanical Engineering....326
B.A. Music....358
B.M. Music....360
B.S. Nursing....375
B.A. Philosophy....387
B.S. Physics....392
B.A. Political Science....398
B.A. Psychology....405
B.A. Public Administration....414
B.A. Radio-TV-Film....418
B.A. Religious Studies....142
B.A. Sociology....438
B.A. Spanish....340
B.A. Special Major....606
B.A. Speech Communication....255
B.A. Theatre Arts....455
B.F.A. Theatre Arts....456
B.A. Women's Studies....467

The following master's degree programs are offered:

M.S. Accountancy....47
M.A. American Studies....57
M.A. Anthropology....62
M.A. Art....71
M.F.A. Art....72
M.S. Biology....91
M.B.A. Business Administration....102
M.S. Chemistry....108
M.S. Civil Engineering....125
M.A. Communications....134
M.A. Communicative Disorders....257
M.A. Comparative Literature....203
M.S. Computer Science....153
M.S. Counseling....158
M.A. Economics....168
M.S. Education (with concentrations in Bilingual/Bicultural Education [Spanish-English], Educational Technology, Elementary Curriculum and Instruction, Reading, Educational Administration, Secondary Education, Special Education....174, 189, 190, 191, 192, 193, 423, 432, 449
M.S. Education (TESOL)....344
M.S. Electrical Engineering....182
M.S. Engineering (Engineering Science)....198
M.A. English....205
M.S. Environmental Studies....211
M.A. French....341
M.A. Geography....224
M.S. Geology....229
M.A. German....342
M.S. Gerontology....234
M.A. History....246
M.S. Information Systems....272
M.S. Information Technology (online only)....274
M.S. Instructional Design and Technology (online only)....280
M.S. Kinesiology....291
M.S. Library and Information Science (San Jose State)....606
M.A. Linguistics....305
M.A. Mathematics....318
M.S. Mechanical Engineering....328
M.A. Music....363
M.M. Music....363
M.S. Nursing....377
M.S. Physics....393
M.A. Political Science....399
M.A. Psychology....407
M.S. Psychology (Clinical)....408
M.P.A. Public Administration....415
M.P.H. Public Health....242
M.A.T. Science....427
M.A. Sociology....439
M.S. Software Engineering (online only)....444
M.A. Spanish (including emphasis in bilingual studies)....343
M.A. Speech Communication....257
M.S. Taxation....48
M.F.A. Theatre Arts (with concentrations in Acting, Directing, Design and Technical Production)....458

*The following joint doctoral degree program is offered:

Ed.D. Educational Administration and Leadership....174

Graduation Requirements for the Bachelor's Degree

UNIT REQUIREMENTS

A. Total Unit Requirements

The minimum number of semester units necessary for a bachelor's degree, including courses for the major, general education, all university requirements and free electives, exclusive of remedial courses (i.e., courses numbered 0-99), is as follows:

1. For the Bachelor of Arts degree 120
2. For the Bachelor of Fine Arts degree 132
3. For the Bachelor of Science degree 120-135
4. For the Bachelor of Music degree 132

B. Upper-Division Requirement

A minimum of 40 semester units of upper-division course work is required for any CSUF bachelor's degree. Courses offering upper-division credit are those numbered at the 300- and 400-levels.

All units from upper-division courses are applicable to the upper-division units requirement, including units from courses in the major, the minor and general education.

C. Special Unit Totals

The maximum number of special semester units accepted for a bachelor's degree is as follows:

1. Transferable units from community or junior colleges 70
2. Transferable units from a four-year university or college, or from a combination of two- and four-year institutions for degrees requiring 12 units 90
3. From credit by examination 30
4. From extension and correspondence courses 24
5. From credit/no credit courses 36
6. From internship course 6
7. From independent study courses 9
8. From tutorial courses 3

RESIDENCE REQUIREMENT

A minimum of thirty (30) semester units must be earned in courses taken at California State University, Fullerton. Twenty-four (24) of these units must be earned in upper-division courses. At least twelve (12) upper-division semester units in the major must be taken at this institution. Courses taken in extension (except for summer session and intersession courses offered as part of the special sessions program) and units earned through credit by examination may not be used to fulfill these requirements.

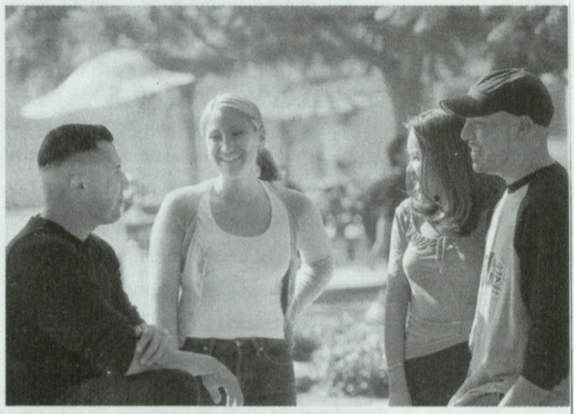
GRADE POINT AVERAGE REQUIREMENTS

Three grade point averages, each 2.0 or higher, are required for graduation:

A. An average based on all units attempted, including those attempted at other institutions.

B. An average based on all units attempted at CSUF.

C. An average based on all units attempted in the major.



GRADUATION REQUIREMENTS FOR THE BACHELOR'S DEGREE

Unit Requirements

Residence Requirement

Grade Point Average Requirements

Distribution of Requirements

Graduation Requirement Check

DISTRIBUTION OF REQUIREMENTS

A. General Education

A minimum of 51 semester units are needed to complete CSUF's general education requirements. See the "General Education" section of this catalog.

B. Major

The unit requirement in a major varies substantially from major to major. Refer to the Department listings for the specific requirements of any particular major.

C. Upper-Division Baccalaureate Writing Requirement

The university requires that every person completing a bachelor's degree under 1980-81 and later catalog requirements, demonstrate writing ability acceptable for graduation. The upper-division writing requirement has two parts; students must satisfy each:

Upper-division course requirement: Each major requires that students pass a specially designated upper-division course or courses of at least three semester units.

Examination requirement: The university faculty requires that each student pass the University Examination in Writing Proficiency (EWP), which has been designed to measure writing ability.

Courses. The University Board on Writing Proficiency must certify the course or courses that each major department designates to fulfill the requirement. Departments and programs may specify either a single course of at least three units that involves intensive instruction in writing, or two or more courses (a total of at least six units) in which students are required to write one or more lengthy papers, or several shorter ones, which involve the organization and expression of complex ideas. In these courses students will be given careful and timely evaluations of their writing and suggestions for improvement. An assessment of writing competence will be included in determining the final course grade.

Students must pass these courses with a grade of C or better. A list of courses designated for each major will appear in the class schedule each semester.

Examination. After completing 60 units toward the baccalaureate, students must take the University Examination in Writing Proficiency (EWP). The EWP consists of two parts, a machine-scored test of Standard Written English, and a 90-minute essay that is evaluated by faculty readers. Students who fail the examination may retake it until they pass it. A limited number of students who have failed the EWP two or more times may enroll in English 199, Intensive Writing Review. Credit in English 199 will be equivalent to passing the examination. This course will not count toward graduation requirements, nor will it satisfy the upper-division writing course requirement described above. Information about registration for the EWP and testing dates is published in the class schedule each semester.

Petitions. In certain cases, students may petition the University Board on Writing Proficiency for exemption from or modification of the requirement.

1. Transfer students and candidates for a second baccalaureate may be certified as meeting the requirement after they have submitted to the Board acceptable evidence of having completed the equivlent to CSUF's upper-division requirement.
2. Students may petition for substitution of an alternative to the EWP when exceptional circumstances (e.g., a clinically identified learning disability), make the examination inappropriate. Petitions must include documentation of the special circumstances and propose specific alternative means of demonstrating writing proficiency.

D. Second Language Requirement

Students who enter CSUF as first-time freshmen in fall 2006, or who enter a community college in fall 2006 with intent to transfer to CSUF, will be required to show proficiency in a second language as a condition of graduation in most majors with a bachelor's degree, with exceptions for high-unit majors. Proficiency is normally demonstrated by achievement of an intermediate level of competency in a language other than English or American Sign Language. Students can satisfy the Second Language Graduation Requirement in a variety of ways. Students may satisfy the requirement before enrolling at CSUF or after enrolling at CSUF.

1. *Satisfying the Requirement Prior to Entry to the University:* The second language graduation requirement may be met by any one of the following options *prior* to admission:
   a. Completion of study of a language other than English such that the total instruction in language other than English is the equivalent of three years of high school study in the same language, calculating two semesters of high school instruction as the equivalent of one semester of college instruction. Thus, two semesters of high school plus two semesters of college instruction in the same language satisfies the requirement, as does four semesters of high school plus one semester of college instruction in the same language.
   b. Being awarded a diploma from a high school in which the language of instruction was not English.
   c. Intermediate proficiency as certified by a recognized authority (e.g., Alliance Français, Goethe Institut, Instituto Cervantes, Japan Foundation).
   d. Advanced Placement Foreign Language Examination score of 3 or better.
   e. Completion of three semesters of a second language, in the same language at a community college or university.
   f. Completion of a CAN 8-level second language course at a community college or university.

   Students will be required to submit official high school or college transcripts or other admissions documents to verify the completion of this requirement.
2. *Satisfying the Second Language Requirement after CSUF Enrollment:* If proficiency has **not** been demonstrated through one of the above options, students must meet the CSUF second language proficiency graduation requirement by completing one of the following options:
   a. Passing an intermediate-level proficiency test as described in the ACTFL/ILR (American Council on the Teaching of Foreign Languages/Interagency Languages Roundtable) guidelines in any two of four skills: reading, writing, listening and speaking.

b. Completing further study of a language other than English such that the total instruction in language other than English is the equivalent of three years of high school study in the same language, calculating two semesters of high school instruction as the equivalent of one semester of college instruction.

c. Successful completion of a study abroad program of one semester or more in duration in a country in which the language of instruction was not English.

E. Minors

A minor is a means by which students can enrich their academic preparation through concentrated study of a discipline related to, or different from, their declared major. Although students can pursue multiple majors, many decide that declaring a major and a minor is a more desirable choice. A minor provides a structured selection of courses to augment or complement the student's major by broadening a student's academic experience or serving as preparation for a specific career. A minor can extend the student's knowledge in two related areas (e.g., English and speech communication, anthropology and foreign languages, sociology and women's studies) or in two disparate ones (e.g., business administration and computer science, economics and foreign languages, mathematics and psychology). A minor can also enable students to systematically explore fields of knowledge about which they are curious or enthusiastic. Students may wish to consult with an adviser in their major department for recommendations of suitable minor fields of study.

A minor is not required for the baccalaureate; however, students may elect to complete one or more minors from those available and have that noted on their records. In completing the requirements for a minor, a minimum of twelve (12) units, of which at least six (6) must be upper-division, must be distinct and different from the units used to complete the requirements of the major. Any units above this minimum requirement that can be used to satisfy both the requirements for the minor and for the major may be double counted. General education courses, however, may be used to meet minor requirements.

Below is a list of currently approved minors:

Advertising
Afro-Ethnic Studies
American Studies
Anthropology
Art
Asian Studies
Asian American Studies
Biotechnology
Business Administration
Chemistry
Chicano Studies
Child and Adolescent Development
Christian Studies
Computer Science
Criminal Justice
Economics
English
French
Geography
Geology
German
Gerontology
Health Science
History
Human Services
Information Systems
International Politics
Japanese
Jewish Studies
Journalism
Kinesiology
Latin American Studies
Linguistics
Mathematics
Mathematics for Teacher Education
Military Science
Music
Natural Sciences
Philosophy
Physics
Political Science
Portuguese
Public Relations
Psychology
Public Administration
Radio-TV-Film
Religious Studies
Sociology
Spanish
Speech Communication
Women's Studies

F. Electives

After fulfilling the requirements in general education, and a specific major (and possibly a minor), each student is free to choose the rest of the courses needed to complete the semester units required for graduation. Different majors vary considerably in both the number of units they require in their own and related fields. They also vary considerably in the amount of latitude or choice they permit in selecting courses to satisfy the major requirement.

The general education requirement encourages freedom of choice within the natural sciences, social sciences, arts and humanities, and basic subjects. Students at the university use their electives to broaden their general education, deepen some aspect of their specialties, pursue work in related fields, and satisfy curiosities and enthusiasms for particular subjects or areas of interest.

Advisement on general education and electives is provided by the Academic Advisement Center.

G. Multiple Majors and Second Baccalaureate Degrees

Within the units required for the baccalaureate, it is possible for a student to complete the requirements for more than one major within one degree (for example a B.S.) when the additional major is within the same degree (in this case, another B.S.). At least 24 units, including 12 at the upper-division level, in each bachelor of arts major, or 36 units, including 18 at the upper-division level, in each bachelor of science major, must be applied exclusively to the respective major and may not be used to meet requirements in other majors or in general education. The student shall declare the additional major with the appropriate department not later than the beginning of the student's final year of study.

The completion of additional majors will be noted at the time of graduation by appropriate entries on the academic record and in the commencement program.

It is possible for a student to complete a major in one degree (for example a B.S.) concurrently with an additional major from a different degree (for example a B.A.). This process is possible as long as the unit restrictions mentioned in the preceding paragraph are met. If the student adheres to the rules about units and how they are counted, the student will then choose which degree he or she will receive, with that degree's major being noted on the diploma (for example, B.A. in History). The completion of the second major will be noted on the student's academic record. The university does not award two degrees for multiple majors that are completed concurrently.

Second baccalaureate degrees:

First degree completed elsewhere, second at Fullerton.

Students seeking a bachelor's degree from Fullerton after having received a baccalaureate from another institution may qualify for graduation with the approval and recommendation of the faculty upon completion of the following:

(1) General education requirements: Students holding a baccalaureate degree from an accredited institution will be held to (a) the breadth requirements of Executive Order 595, i.e., 12 units in each of the areas of arts and humanities, social sciences, and math and science, (b) the statutory requirements and (c) the English Writing Proficiency requirements. Students will not be held to specific CSUF categories or courses.

(2) all requirements in the major field of study

(3) residence and scholarship requirements

Two baccalaureates from Fullerton.

With the approval and recommendation of the faculty, a student may qualify for a second baccalaureate under the following circumstances:

(1) a minimum of 30 units have been earned in residence after the first degree has been granted.

(2) a minimum of 24 upper-division units are included among the 30 units mentioned above

(3) a minimum of 12 units must be offered by the department in which the second degree is being sought

(4) two or more degrees are not awarded at the same time

Units included in second baccalaureate programs may not apply to graduate degrees or credential programs.

GRADUATION REQUIREMENT CHECK

A candidate for graduation must file an application for a graduation requirements check before the first day of instruction of the semester prior to the semester in which the student expects to graduate. The $115.00 graduation and diploma fee is required when the application is filed. Application forms are available at the Admissions and Records Service Center.

Candidates for the baccalaureate should refer to the semester class schedule for application filing dates. A senior should have completed at least 90 units (including the current work in progress) and a substantial portion of the major requirements before requesting a graduation check. If the candidate does not complete the requirements in the semester indicated, a request for change of graduation date must be submitted to the Office of Admissions and Records. The cost is $10.00.

Faculty Approval and Recommendation

Under provisions of the Academic Senate, the Office of Admissions and Records publishes a list of degree candidates twice a year: in the fall and in the spring (for both spring and summer graduates). After review and approval by the faculty, and upon verification of the completion of requirements, diplomas are issued with the last day of the respective term as the official date of graduation.

Annual commencement exercises are held at the end of the spring semester for those who completed degree requirements mid-year and for those completing degree requirements in the spring semester or summer session. The president of the university, with the authority of the Board of Trustees, confers all degrees, subject to the completion of remaining requirements.

Note: Students completing bachelor degree requirements who wish to continue their studies at the university for postbaccalaureate or graduate degree objectives must apply for admission declaring their new objectives, e.g., educational credential(s) or master's degree.

General Education

INTRODUCTION

All students beginning studies fall 1987 or later must complete a minimum of 51 semester units of General Education courses selected in accordance with the pattern designated on the following pages. General Education courses must be selected from an approved list. Students should refer to the latest university Schedule of Classes for the most up-to-date list of approved General Education classes. A student who has a break in enrollment for more than one semester in any calendar year may be held to new catalog requirements.

CSUF students may complete lower-division general education (G.E.) requirements at a community college. In choosing equivalent courses, students must follow the CSUF General Education (G.E.) plan and not the plan of the community college. Questions can be directed to the CSUF Academic Advisement Center, University Hall 123.

A score of 145 or higher on the English Placement Test (EPT), or completion of English 99 (EPT test required) with a grade of "CR" or better, is a prerequisite for enrollment in English 101 in Category I.B. Written Communication, for all students except those with an exemption.

A score of 50 or higher on the Entry Level Mathematics (ELM) examination is a prerequisite for enrollment in courses in Category III.A.1. Mathematics for all students except those with an exemption.

TITAN DEGREE AUDIT

The TITAN Degree Audit (TDA) serves as an advising tool for both students and academic advisers. The report provides information on student progress towards the completion of general education, major and other degree requirements. Students can access their TDAs by logging on to TITAN Online and selecting the "Student Academics" tab. The student's campus-wide ID number and PIN are requirements to log in.

GENERAL EDUCATION REQUIREMENTS

Unit Requirements

51 total units including:

- 9 units upper-division taken as a junior or senior
- 9 units at CSUF
- 3 units in cultural diversity (courses marked with a star*)
- 9 units maximum from single department, excluding any units associated with courses used to meet Category I, Core Competencies, requirement.
- Each course counts in only one category, except those meeting Category V (Cultural Diversity)

Academic Standards

- Letter grade required
- "C" (2.0) or better required in Categories I.A,B,C, and III.A.1
- CR/NC allowed if it is the only grade option available

Courses in Your Major

- Courses offered by the department of the student's major may NOT be used to fulfill the unit requirements of Categories III or IV, with the exception of categories offering choices from only one department.



GENERAL EDUCATION

TITAN Degree Audit

General Education Requirements

Certification Policy

California Articulation Numbers (CAN)

Goals of General Education

General Education Course Requirements

- Courses that are cross-listed meet G.E. category requirements for all majors except those in the home department of the cross-listed course. The "home" department is the one under which the course description appears in the catalog. For example, ANTH is the "home" department for ANTH/CPRL 305; therefore, it may not be used by anthropology majors to meet G.E. requirements.
- Upper-division courses offered by the department of the student's major may not be used for G.E. credit.
- Upper-division G.E. courses are not applicable for graduate degree credit, regardless of the student's major or the department offering the course.

Transfer Students

- At the university's website, www.fullerton.edu, logon to your student portal and then logon to Titan Degree Audit to access personalized information regarding your G.E. Program.
- IGETC-certified transfer students are required to take 9 units of upper-division course work from Categories III.A.3., III. B.3., III.C.2. and/or IV with the following conditions:
  - No more than 6 units from any one category
  - No more than 6 units from any one department
  - No units from the department of student's major
  - Minimum of 3 units in cultural diversity if not met prior to transfer. (Courses meeting this requirement are marked with a star *)

Students who have checklists or worksheets for "Plan B" G.E. requirements entered or transferred between fall 1987 and spring 1999) should refer to the following chart to find corresponding lists of courses that satisfy G.E. requirements:

G.E. Plan B (Fall 1987-Spring 1999)	G.E. Requirements (Fall 1999 or later)
I.A.	Same
I.B.	Same
I.C.	Same
II.A.	Same
II.B.1.	Same
II.B.2.	Same
III.A.1	III.A.2.a. or b
III.A.2.	III.A.2.c.
III.A.3.	Same
III.A.4.	III.A.1.
III.B.1.	Same
III.B.2.	Same
III.C.1.	Same
IV.A.1.	III.B.3.
IV.A.2	III.C.2.
IV.B.	IV.
Cultural Diversity (courses are marked with a star *)	Same

Students under earlier G.E. plans or who need help with the above chart should contact the Academic Advisement Center, University Hall 123 at (714) 278-3606.

CERTIFICATION POLICY

Under provisions of Title 5 and Executive Order 595, accredited colleges and universities may certify the completion of part of the 48-51 units required in general education. Within the policy of the Board of Trustees, Cal State Fullerton will accept such certification of general education up to a maximum of 39 semester units, but may accept no more in general education than the number of units required in each area.

Transfer students who are certified in any category with fewer than the required units will be subject to additional units and will be permitted to take the additional units in upper-division categories.

There are two General Education-Breadth patterns that California community college students can complete.

CSU General Education-Breadth Program

This program is a lower-division 39-semester unit pattern. Students must take specified courses in five specific areas. Students with full certification are required to complete a minimum of 9 semester units of upper-division general education after transfer. Students may be instructed to take those 9 units in specific areas in order to complete G.E. categories.

Intersegmental General Education Transfer Curriculum (IGETC)

All lower-division Cal State Fullerton G.E. requirements may be satisfied by the completion in its entirety of this transfer curriculum at a California community college campus. Information about IGETC is available at each campus. Upper-division G.E. requirements for IGETC certified transfers are as follows:

Nine units of upper-division course work from categories III.A.3., III.B.3, III.C.2., and IV with the following conditions:

- No more than six units from any one category
- No more than six units from any one department
- No units from the department of the student's major
- A minimum of three units of a "cultural diversity" (identified with an asterisk *) course, if not met prior to transfer.

CALIFORNIA ARTICULATION NUMBER

California State University, Fullerton is authorized to cross-reference certain courses with a California Articulation Number (CAN). This is a system of equating courses between campuses in California. It is used by an increasing number of community colleges and four-year universities and colleges to identify some of the transferable, introductory courses in several academic disciplines.

The system assures students that CAN courses noted in the catalog of one campus will be accepted in lieu of the comparable CAN courses on another participating campus. An example is our Anthropology 101 Introduction to Biological Anthropology; CAN ANTH 2 is accepted in lieu of courses similarly marked in other university or college catalogs.

The California Articulation Numbers are listed in parentheses by the course descriptions in the catalog. A listing of courses currently approved for CAN follows:

California Articulation Number	*Cal State Fullerton Courses*
CAN ANTH 2	ANTH 101
CAN ANTH 4	ANTH 102
CAN ANTH 6	ANTH 103
CAN ART 2	ART 201A
CAN ART 4	ART 201B
CAN ART 6	ART 106A
CAN ART 8	ART 107A

CAN ART 12	ART 216A
CAN ART 14	ART 103
CAN ART 16	ART 104
CAN ART SEQ A	ART 201A AND 201B
CAN CHEM 2	CHEM 120A
CAN CHEM 4	CHEM 120B
CAN CHEM SEQ A	CHEM 120A and 120B
CAN DRAM 12	THTR 276
CAN DRAM 14	THTR 285
CAN ENGL 2	ENGL 101
CAN ENGR 2	EGME 102
CAN ENGR 6	EGEE 203 and 203L
CAN ENGR 8	EGCE 201
CAN ENGR 12	EGEE 203
CAN FREN 2	FREN 101
CAN FREN 4	FREN 102
CAN FREN 8	FREN 203
CAN FREN 10	FREN 204
CAN FREN SEQ A	FREN 101 and 102
CAN FREN SEQ B	FREN 203 and 204
CAN GEOG 2	GEOG 110
CAN GEOG 4	GEOG 160
CAN GEOL 2	GEOL 101 and 101L
CAN GEOL 4	GEOL 201
CAN GOVT 2	POSC 100
CAN HIST 8	HIST 170A
CAN HIST 10	HIST 170B
CAN HIST 16	HIST 110B
CAN HIST SEQ B	HIST 170A and 170B
CAN HIST SEQ C	HIST 110A and 110B
CAN JAPN 2	JAPN101
CAN JAPN 4	JAPN 102
CAN JAPN SEQ A	JAPN 101 and 102
CAN JOUR 4	COMM 233
CAN MATH 2	MATH 110
CAN MATH 10	MATH 115
CAN MATH 16	MATH 125
CAN MATH 18	MATH 150A
CAN MATH 20	MATH 150B
CAN MATH 22	MATH 250A
CAN MATH 30	MATH 130
CAN MATH 34	MATH 135
CAN MATH SEQ B	MATH 150A and 150B
CAN MATH SEQ C	MATH 150A and 150B and 250A
CAN PHIL 2	PHIL 100
CAN PHIL 6	PHIL 106
CAN PHYS 2	PHYS 211 and 211L
CAN PHYS 4	PHYS 212 and 212L
CAN PHYS 8	PHYS 225 and 225L
CAN PHYS 12	PHYS 226 and 226L
CAN PHYS SEQ A	PHYS 211 and 211L and 212 and 212L
CAN PHYS SEQ B	PHYS 225 and 225L and 226 and 226L and 227 and 227L
CAN PSY 2	PSYC 101
CAN PSY 6	PSYC 201
CAN SOC 2	SOCI 101
CAN SPAN 2	SPAN 101
CAN SPAN 4	SPAN 102
CAN SPAN 8	SPAN 203
CAN SPAN SEQ A	SPAN 101 and 102
CAN SPCH 4	HCOM 102
CAN SPCH 6	HCOM 235

THE GOALS OF GENERAL EDUCATION

General education is central to a university education and should enhance students' awareness of themselves in a complex universe, drawing upon multiple points of view. As a result of general education experience, students should acquire knowledge of diverse disciplinary and cultural perspectives and skill in comparing, contrasting, applying and communicating effectively these perspectives in tasks considered appropriate to particular courses.

The G.E. Program at California State University, Fullerton, is divided into four categories:

I. Core Competencies

II. Historical and Cultural Foundations

III. Disciplinary Learning

IV. Lifelong Learning.

V. Cultural Diversity

These G.E. categories consist of lower-division (100- and 200-level) courses in areas fundamental to a university education and upper-division (300- and 400-level) courses that draw upon, integrate, apply, and extend the knowledge and skills that are the goals of the lower-division courses.

Category V includes goals for learning in the area of cultural diversity. Student work in Categories III and IV must include at least one three-unit course, identified with a star (*), that meets the learning goals for Category V, Cultural Diversity.

The goals of Category I, Core Competencies, are essential goals for the entire program of general education. Specifically, G.E. courses will include student writing assignments appropriate to the course. Writing assignments in G.E. courses should involve the organization and expression of complex data or ideas, and careful and timely evaluations of writing so that deficiencies are identified and suggestions for improvement and/or for means of remediation are offered. Assessments of the student's writing competence shall be used in determining the final course grade.

The learning goals specified in this document identify ideal student learning objectives for each G.E. category and subcategory. Except where otherwise specifically provided for, no single course should necessarily be expected to pursue every goal specified for that course's category or subcategory, but the more goals that a particular course addresses the more appropriate that course will be as a general education offering.

I. CORE COMPETENCIES

Courses in Core Competencies (Oral and Written Communication and Critical Thinking) include the following overall goals for student learning:

- To organize one's thoughts and communicate them clearly and effectively, using language that demonstrates sensitivity to gender and cultural differences.
- To select and present clearly and effectively information and arguments for a variety of purposes and audiences.
- To recognize and evaluate with rigor the features, functions and contexts of language that express and influence meaning.
- To compare and contrast with care and accuracy the relative merits of alternative or opposing arguments, interpretations, assumptions and cultural values.
- To reflect in an open-minded manner on one's own thinking in relation to the ideas of others.
- To work effectively as a member of a collaborative team.

A. Oral Communication

Courses in Oral Communication include the following goals for student learning:

- To develop and present a clearly spoken message in English.
- To practice effective listening and speaking in a dialogue.
- To present an oral message clearly and effectively using relevant and adequate supporting evidence.
- To understand the influence of culture and context on oral communication.
- To understand and value difference in communication styles.

- To negotiate cooperative action and solutions to problems.
- To select and use effectively appropriate techniques and materials to support ideas and to motivate and persuade others.

B. Written Communication

Courses in Written Communication include the following goals for student learning:

- To develop and present a clearly written message in English.
- To express and advocate ideas clearly and effectively in writing.
- To support written arguments with relevant and adequate evidence.
- To demonstrate sensitivity to matters of style in written language.
- To assess with insight one's own writing by critiquing the writing of others.
- To synthesize learning through the medium of writing.

C. Critical Thinking

Courses in Critical Thinking include the following goals for student learning:

- To identify the relevant evidence and experiences needed to make a decision, solve a problem or create new knowledge.
- To clarify the facts, concepts, evidence and relationships that contribute to addressing questions and solving problems.
- To evaluate the quality and sufficiency of evidence and other forms of support for a position.
- To revise arguments and findings based on critical reflection.
- To recognize the explicit and implicit features in communication.
- To assess accurately similarities and differences in points of view.
- To monitor one's own comprehension and apply various strategies to clarify one's own thoughts and actions.
- To be organized, persistent and focused in thinking, inquiry and communication.

II. HISTORICAL AND CULTURAL FOUNDATIONS

Historical and Cultural Foundations include the Development of World Civilization and American History, Institutions and Values, the latter consisting of American history and government.

A. The Development of World Civilization

Courses in Development of World Civilization include the following goals for student learning:

- To understand holistically the origins and historical development of world civilizations within a global context.
- To describe and analyze critically the reciprocal influence of Western and non-Western institutions, values and ideas.
- To recognize the forces that contributed to the particular development of diverse societies and shaped our present world.
- To recognize and understand the contributions of ethnic and gender groups to past and present societies in contexts of accommodation and resistance.
- To understand and describe critically major political, economic, intellectual and cultural themes recurring throughout the history of the world.

B. American History, Institutions and Values

Courses in American History, Institutions and Values include the following overall goals for student learning:

- To understand critically the historical development of American institutions and values and their impact on the individual and collective lives of Americans.
- To assess critically how the Constitution of the United States and government under the Constitution have shaped American democracy and contemporary American society.
- To understand critically the political culture of citizen participation, including political parties, pressure groups, public opinion and the electoral process.

1. American History

Courses in American History include the following as principal goals for student learning:

- To recognize the significance of important cultural, intellectual, moral and political struggles that have shaped contemporary American society.
- To recognize the significance of the contributions of various ethnic and gender groups to American history, political institutions and values within contexts of cultural accommodation and resistance.

2. Government

Courses in Government include the following as principal goals for student learning:

- To assess critically the Constitutions of the United States and of California, and the operation of representative democratic government under those Constitutions.
- To explain the processes and interaction between and among local, state and national government, with particular reference to California.
- To understand critically the structures, functions, and processes of the three branches of government and resulting public policies.
- To assess critically behavior and institutional practices in United States and California politics.

III. DISCIPLINARY LEARNING

Disciplinary Learning includes Mathematics and Natural Sciences (12 units minimum), Arts and Humanities, and Social Sciences.

A. Mathematics and Natural Sciences

1. Mathematics

Courses in Mathematics include the following goals for student learning:

- To understand and appreciate the varied ways in which mathematics is used in problem-solving.
- To understand and appreciate the varied applications of mathematics to real-world problems.
- To perform appropriate numerical calculations, with knowledge of the underlying mathematics, and draw conclusions from the results.
- To demonstrate knowledge of fundamental mathematical concepts, symbols and principles.
- To solve problems that require mathematical analysis and quantitative reasoning.
- To summarize and present mathematical information with graphs and other forms that enhance comprehension.

- To utilize inductive and deductive mathematical reasoning skills in finding solutions, and be able to explain how these skills were used.
- To explain the overall process and the particular steps by which a mathematical problem is solved.
- To demonstrate a sense of mastery and confidence in the ability to solve problems that require mathematical concepts and quantitative reasoning.

2. Natural Sciences

Natural Sciences include the following overall goals for student learning:

- To understand how different themes of science make connections within and between the different scientific disciplines. Examples of unifying themes are:

Energy	Patterns of Change
Stability	Scale and Structure
Evolution	Science as Inquiry
System and Interactions	Science and Society

- To apply scientific methodology through active experimental methods and experiences (laboratory/activity).
- To evaluate the validity and limitations of theories and scientific claims in interpreting experimental results.
- To understand the dynamic and evolving nature of the sciences.
- To recognize the importance of scientific paradigms and methods in understanding scientific concepts.
- To solve theoretical or experimental problems that require knowledge of science concepts and scientific reasoning.
- To understand the issues raised by science for contemporary society and to appreciate the relevance and application of science in everyday life.
- To understand that there is synergism between science and technology – advances in science drive new technologies and new technologies make possible new advances in science. The principles of science provide the underpinnings of technology and, consequently, technology should be taught in conjunction with content directly linked to the scientific disciplines.

a. Physical Science

Physical Science include the following goals for student learning:

- To understand appropriate science and technology concepts and principles as follows:

Major Ideas in Physical Science

- Energy exists in many forms. In any process, energy changes form and/or place, but the total amount of energy remains the same.
- Objects interact with one another by exerting forces. Unbalanced forces acting on an object cause change in the motion of the object.
- All matter has observable properties that depend on the conditions and scale at which we look. Investigations of matter at the atomic and subatomic levels explain the properties, reactions and interactions of matter.

b. Earth and Astronomical Sciences

Earth and Astronomical Sciences include the following goals for student learning:

- To understand appropriate science and technological concepts and principles as follows:

Major Ideas in Earth and Astronomical Sciences

- Earth materials and structures are organized in interacting systems; the earth itself is part of a planetary system.
- The earth changes continuously and is part of a universe that itself is changing. Energy and matter flow and cycle through earth and astronomical systems.
- Changes within an earth or astronomical system may affect other earth or astronomical systems. Humans are part of and may affect or be affected by these systems.
- Earth and astronomical systems can be understood by applying the basic principles of the physical and life sciences.

c. Life Science

Life Science include the following goals for student learning:

- To understand appropriate science and technology (see previous note) concepts and principles as follows:

Major Ideas in Life Science

- Living things are made of smaller structures whose functions enable the organism to survive.
- Living things depend on each other and the physical environment as they interact to obtain, change and exchange matter and energy.
- The great diversity of living things is the result of billions of years of evolution of organisms through the mechanisms of heredity, random change and natural selection.

3. Implications and Explorations in Mathematics and Natural Sciences

Courses in this category draw upon, integrate, apply and extend knowledge and skills previously acquired in Category III. A. Disciplinary Learning: Mathematics and Natural Sciences. These courses have a substantial scientific and/or mathematical content and require completion of appropriate courses in Categories III.A.1 and III. A.2 as prerequisites to enrollment. In addition, courses in III.A.3. Implications and Explorations in Mathematics and Natural Sciences include the following goals for student learning:

- To understand broad, unifying themes in mathematics and/or science from cross-disciplinary perspectives.
- To solve complex problems that require mathematical and/or scientific reasoning.
- To relate mathematics and/or science to significant social problems or to other related disciplines.
- When deemed appropriate, to apply disciplinary concepts from mathematics and the natural sciences in a variety of settings, such as community-based learning sites and activities.

B. Arts and Humanities

The Arts and Humanities includes Introduction to the Arts, Introduction to the Humanities, and Implications, Explorations, and Participatory Experience in the Arts and Humanities.

1. Introduction to the Arts

Introduction to the Arts include the following goals for student learning:

- To understand and appreciate one or more of the traditional artistic disciplines (art, dance, drama and music).

- To recognize the historical relationship between the arts and the development of civilization.
- To recognize the social and cultural role that the arts play in a culturally diverse contemporary world.
- To understand creativity in the arts through direct participation either in the making or performing of art forms or through the experience of such a process by direct observation (such as attending dance or music concerts, plays or museums).
- To distinguish between subjective and objective responses to a work of art, and be able to articulate an informed opinion about the values of and differences between those responses.

2. Introduction to the Humanities

Introduction to the Humanities include the following goals for student learning:

- To understand the distinctive characteristics of the humanistic perspective.
- To understand the historical and cultural factors, in a global context, that led to the development of the humanistic perspective.
- To understand the differences between the humanistic and other perspectives, as well as the differences among the humanistic disciplines.
- To understand and appreciate the contributions of the humanities to the development of the political and cultural institutions of contemporary society.
- To be familiar with and understand major texts (both written and oral), key figures, significant traditions and important themes in the humanities.
- To analyze the meaning of major texts (both written and oral) from both Western and non-Western cultures, either in English or, if appropriate, in the language of the texts being analyzed.
- To apply the humanistic perspective to values, experiences and meanings in one's own life, and demonstrate how understanding the humanities can shed light on what it means to be human today.

3. Implications, Explorations, and Participatory Experience in the Arts and Humanities

Courses in this category draw upon, integrate, apply, and extend knowledge and skills previously acquired in Category III.B. Disciplinary Learning: Art and Humanities, and require completion of appropriate courses in Categories III.B.1 and III.B.2 as prerequisites to enrollment. In addition, courses in III.B.3. Implications, Explorations and Participatory Experience in the Arts and Humanities include the following goals for student learning:

- To understand broad, unifying themes in the arts and/or humanities from cross-disciplinary perspectives.
- To solve complex problems that require artistic or humanistic understanding.
- To relate the arts and/or humanities to significant social problems or to other related disciplines.
- When deemed appropriate, to apply disciplinary concepts from the arts and/or humanities in a variety of settings, such as community-based learning sites and activities.
- In arts courses, to deepen previously acquired artistic appreciation and understanding through participation either in the making or performing of art forms or through the experience of such a process by direct observation.

C. Social Sciences

Introduction to the Social Sciences and Implications, Explorations and Participatory Experience in the Social Sciences.

1. Introduction to the Social Sciences

Introduction to the Social Sciences include the following goals for student learning:

- To reflect on what it means to be a social being.
- To understand the role that cultural diversity plays in defining what it means to be a social being: the past and present processes of cultural differentiation in our own society or elsewhere.
- To understand the origins, workings and ramifications of social and cultural change in our own society or elsewhere.
- To understand what makes a social science different from other disciplines.
- To understand and compare the distinctive methods and perspectives of two or more social science disciplines.
- To understand major concepts, methods, theories and theorists in one or more of the social sciences.
- To apply these methods, perspectives and concepts to everyday, "real life" situations.
- To appreciate the relevance of the social sciences to social, political and/or economic institutions and behavior.
- To analyze and evaluate critically social science concepts and theories as applied to particular problems or themes.

2. Implications, Explorations and Participatory Experience in the Social Sciences

Courses in this category draw upon, integrate, apply, and extend knowledge and skills previously acquired in Category III.C. Disciplinary Learning: Social Sciences, and require completion of appropriate courses in Category III.C.1 as a prerequisite to enrollment. In addition, courses in III.C.2. Implications, Explorations and Participatory Experience in the Social Sciences include the following goals for student learning:

- To understand broad, unifying themes in the social sciences from cross-disciplinary perspectives.
- To solve complex problems that require social scientific reasoning.
- To relate the social sciences to significant social problems or to other related disciplines.
- When deemed appropriate, to apply disciplinary concepts from the social sciences in a variety of settings, such as community-based learning sites and activities.

IV. LIFELONG LEARNING

Lifelong Learning provides the opportunity for students to integrate the elements of their university experience (core competencies, historical and cultural foundations, and disciplinary learning) in attempting to address the complex context and trajectory of human life. Courses in this category include the following goals for student learning:

- To understand the human being as an integrated physiological, sociocultural and psychological organism.

- To understand the course of human life, that is, how human life and experience are constructed and altered through biological, psychological, social, scientific, technological and cultural influences.
- To understand conceptions of the course of human life from different cultural perspectives.
- To understand the importance of a lifelong commitment to physical activity and a healthy manner of living for both personal well-being and civic responsibility.
- To understand the basis and the means by which individuals and society make decisions.

V. CULTURAL DIVERSITY

Students must complete at least one three-unit course that includes all of the following learning goals for cultural diversity:

- To understand that culture is socially constructed and fundamental to social interaction.
- To appreciate the complex relationships that gender, ethnicity and class bring to a discussion of society and culture.
- To understand that because we live in an inter-connected world, we need to understand the diversity and relationships within and among cultures.
- To recognize and evaluate how one's cultural history affects one's sense of self and relationship to others.

Courses in General Education that meet these learning goals will be identified by a star (*) in appropriate publications.

GENERAL EDUCATION COURSE REQUIREMENTS

I. CORE COMPETENCIES (9 units minimum)

NOTE: A grade of "C" (2.0) or better is required in sections I.A., I.B., and I.C. and III. A.1.

A. Oral Communication (3 units minimum)

B. Written Communication (3 units minimum)

Students must satisfy the English Placement (EPT) requirement or be exempt from the EPT prior to enrollment in the course.

C. Critical Thinking (3 units minimum)

II. HISTORICAL AND CULTURAL FOUNDATIONS (12 units minimum)

A. The Development of World Civilization (6 units minimum)

B. American History, Institutions and Values (6 units minimum)

Courses in this section meet Title 5, section 40404 requirements by providing a "comprehensive study of American history and American government including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under the Constitution, and the process of state and local government."

1. *American History (3 units minimum)*
2. *Government (3 units minimum)*

NOTE: Transfer students from outside the State of California who have ALREADY completed a basic course in American Government may substitute Political Science 300 Contemporary Issues in California Government and Politics (3) for Political Science 100.

III. DISCIPLINARY LEARNING (27 units minimum)

A. Mathematics and Natural Sciences (12 units)

At least one laboratory course must be taken in III.A.2a., III.A.2b., III.2c or III.3. Approved laboratory courses are indicated with a dagger (†).

1. *Mathematics (3 units minimum)*

Students must pass the Entry Level Mathematics (ELM) test or be exempt from the ELM before taking any course in this section.

2. *Natural Sciences (6 units minimum* **including at least one laboratory course.)**

a. Physical Science (0-3 units; 3 units minimum must be taken in 2a or 2b)

b. Earth and Astronomical Science (0-3 units; at least 3 units must be taken from 2a or 2b)

c. Life Science (3 units minimum)

3. *Implications and Explorations in Mathematics and Natural Sciences (0-3 units)*

B. Arts and Humanities (9 units minimum)

1. *Introduction to the Arts (3 units minimum)*
2. *Introduction to the Humanities (3 units minimum)*
3. *Implications, Explorations and Participatory Experience in the Arts and Humanities (3 units minimum)*

C. Social Sciences (6 units minimum)

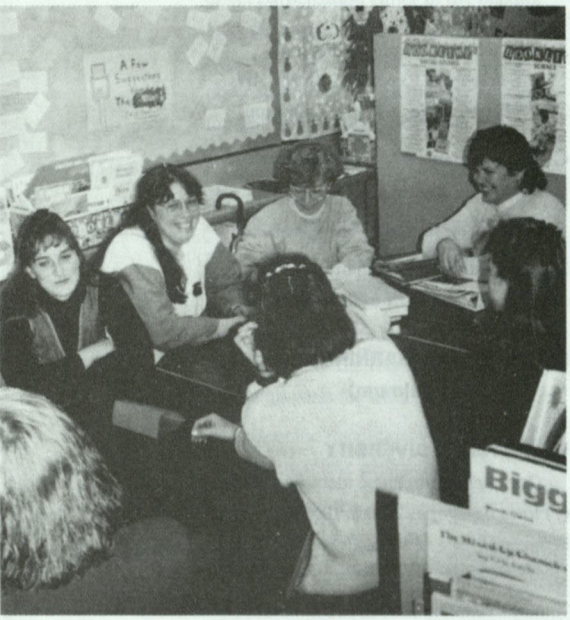
1. *Introduction to the Social Sciences (3 units minimum)*
2. *Implications and Explorations in the Social Sciences (3 units minimum)*

IV. LIFE-LONG LEARNING (3 units minimum)

V. CULTURAL DIVERSITY

One three-unit course identified with a star (*) from Categories III.B.3, III.C.2, or IV must be taken.

Teaching Credentials



TEACHING CREDENTIAL INFORMATION

Admission to Teacher Education
Education Classroom Building 190
(714) 278-3411
http://ed.fullerton.edu

Center for Careers in Teaching
(714) 278-7130
Humanities 113
www.fullerton.edu/cct

TEACHING CREDENTIAL PROGRAMS

- Basic Credential Programs
- Integrated Teacher Education Programs
- Multiple Subject Credential
- Streamlined Teacher Education Program
- Single Subject Credential and Subject Matter Preparation
- Education Specialist Credentials
  - Mild/Moderate
  - Moderate/Severe
  - Early Childhood Special Education
  - Resource Specialist
  - Reading Specialist
- Services Credentials

INTRODUCTION

California State University, Fullerton offers a full range of national and state-approved credential programs leading to careers in education. From its earliest days to the present, teacher preparation has been one of the chief missions of the university. Students pursuing a teaching credential in California must navigate a number of specific requirements. Credential requirements are established by the Legislature and enforced by the California Commission on Teacher Credentialing (CCTC). The Commission also reviews and approves all university credential preparation programs. An academic major in education is not permitted in California, thus students seeking teaching credentials must do so in conjunction with, or after the completion of, a baccalaureate degree program in an academic area outside of education.

CSUF offers programs leading to basic teaching credentials, specialist credentials and services credentials. The specialist and services credentials, described briefly below, are more advanced programs designed to be taken in conjunction with graduate study.

In addition to the $55 CSU Application Fee, all applicants to a credential program at CSUF will pay a $50 Teacher Education Credential Program Application and Processing Fee. Instructions for applying to a Credential Program and submitting the fee can be obtained at the Admissions to Teacher Education Center, located in Education Classroom 190, or by calling (714) 278-3352, or visiting the website at http://ed.fullerton.edu/Education.

In this section of the catalog, information is presented regarding:

A. Center for Careers in Teaching

B. Basic Credential Programs

C. Integrated Teacher Education Programs

D. The Multiple Subject Credential

E. Streamlined Teacher Education Program

F. The Single Subject Credential and Subject Matter Preparation Programs

G. Education Specialist Credentials

H. Services Credential Programs

A. CENTER FOR CAREERS IN TEACHING

Humanities 113
(714) 278-7130
www.fullerton.edu/cct

The Center for Careers in Teaching provides up-to-date, accurate information to students planning to become elementary, middle school, high school and/or special education teachers. Undergraduate students are encouraged to go to the center for early academic advising and counseling to best prepare for the credential programs at Cal State Fullerton. The Center for Careers in Teaching provides informative seminars throughout the semester where students learn about the various credential program requirements and how to efficiently blend requirements for General Education, a major and credential program prerequisites. These seminars and the other services provided by the center are geared toward the undergraduate who is planning to enter the teaching profession.

The Center for Careers in Teaching also works with local community colleges to facilitate the transition of transfer students who are planning to become teachers. The center's staff members meet with community college counselors to develop specific transfer plans for prospective teachers and are available to give classroom presentations upon request. Transfer students are encouraged to attend a seminar at the Cal State Fullerton campus even while attending the community

college. See the Center for Careers in Teaching website at www.fullerton.edu/cct for the current seminar schedule.

B. BASIC CREDENTIAL PROGRAMS

In California there are three basic teaching credentials: the Multiple Subject Credential, Single Subject Credential and the Education Specialist Credential. The Multiple Subject Credential authorizes a person to teach in a classroom where many different subjects are taught by a single individual, such as in elementary schools. The Single Subject Credential authorizes a teacher to teach in a classroom where only one subject is taught, such as a classroom in departmentalized high schools and junior high schools. Thus the person interested in elementary school teaching should pursue the program designed for the Multiple Subject Credential, and the person interested in teaching a specific subject at the junior high or high school level should pursue the program for the Single Subject Credential.

The Education Specialist Credentials are designed for persons interested in working with children and adults with disabilities. Those who work with K-12 students should pursue the Mild/Moderate or the Moderate/Severe Credential. Persons interested in working with infants, toddlers and pre-schoolers should pursue an Early Childhood Special Education/Specialist Credential.

In California a prospective teacher earns first a preliminary credential and then completes a two-year induction program. The preliminary credential is the initial credential for the beginning teacher.

Minimum Requirements for a Preliminary Multiple Subject, Single Subject or Education Specialist Credential

Although it is possible to complete the minimum requirements for a preliminary basic teaching credential in four years, it generally takes a good student with accurate academic advising about four and a half years full time to complete all the requirements for a preliminary basic teaching credential and a baccalaureate degree. The minimum requirements for a preliminary basic credential include:

1. A baccalaureate degree in a field other than professional education from a regionally accredited college or university.
2. An approved program of professional preparation, including supervised student teaching and passing teacher performance assessments. A two-semester or three-semester program may be taken during the fourth and/or fifth year of study. Cal State Fullerton offers national and state-approved professional preparation programs through the College of Education. Further information about internships, including admission and prerequisite requirements, is provided in this catalog under the Departments of Elementary and Bilingual Education, Secondary Education, and Special Education.
3. Passage of the California Basic Education Skills Test (CBEST), a test of reading comprehension, writing, critical thinking and mathematics skills. CSUF is one of the state-approved testing centers for this examination, as well as for other examinations used in the teacher credentialing process.
4. Demonstration of subject matter knowledge appropriate to the specific credential being authorized. For single subject candidates, this can be achieved either by passing a state-approved subject matter examination, which is the California Subject Examination for Teachers (CSET), or by completing a state-approved subject matter preparation program. Multiple subject candidates must demonstrate subject matter competence by passing the Multiple Subjects CSET. Mild/Moderate and Moderate/Severe education specialist candidates must demonstrate subject matter competence by passing the Multiple Subjects CSET.
5. Satisfactory completion of at least two semester units of work on the provisions and principles of the U.S. Constitution, or passage of an examination on this area from a regionally accredited college or university, or a B.A./B.S. degree awarded by a CSU campus.
6. Passage of the Reading Instruction Competence Assessment (RICA), a state-mandated examination for reading instruction. This is required for the Multiple Subject Credential and the Education Specialist Credentials, but not for the Single Subject Credential.

Overview sessions offered by the College of Education are helpful to those students who are ready to apply to a credential program. Schedules for these sessions are available in Education Classroom 190 or on the hotline at (714) 278-3412. (Listen for overview promptings.) Overview schedules are also on the College website.

Internship Programs - All Credentials

CSUF offers internship programs in Elementary and Bilingual, Secondary and Special Education Credential Programs. Candidates must be enrolled in the credential program.

C. INTEGRATED TEACHER EDUCATION PROGRAMS

Integrated teacher education programs are designed for students who begin their college careers committed to pursuing a career in teaching. Such programs combine the requirements for the bachelor's degree and preliminary teaching credential in an efficient program of study. Multiple and single subject integrated program requirements are limited to 135 units by Title 5 regulations. Cal State Fullerton freshmen, as well as community college freshmen who plan to transfer to a CSUF integrated program, should seek early and frequent advising to ensure all lower-division GE and major requirements are fulfilled. Integrated teacher preparation programs at Cal State Fullerton are known as Streamlined Teacher Education Programs (STEP). Information about these programs is available at the Center for Careers in Teach website at www.fullerton.edu/cct or in the CCT office located in H-113.

D. MULTIPLE SUBJECT CREDENTIAL

In California, professional teacher preparation is a two- or three-semester program taken during the fourth and/or fifth year of college; there is no major in education. Since students devote their first three years of work to completing general education, major and subject matter preparation requirements, it is essential that students consider their selection of an academic major carefully.

The Center for Careers in Teaching, in conjunction with various departments, has developed sample academic plans that show students how to efficiently blend the requirements for graduation and admission to the credential program for a wide variety of majors. These plans are posted on the Center for Careers in Teaching website (www.fullerton.edu/cct). According to California law, any major (other than education) can be selected.

E. STREAMLINED TEACHER EDUCATION PROGRAM

Designed for freshmen planning to be teachers, students in the Streamlined Teacher Education Program (STEP) combine their bachelor's degree requirements with credential program courses to earn both the degree and the preliminary credential in an efficient, well-planned program. Students in STEP complete the requirements for the bachelor's degree in either Child and Adolescent Development or Liberal Studies and the requirements for a Professional (preliminary) Multiple Subject Credential (for teaching elementary school) and/or an Education Specialist Credential (for teaching special education).

Students in STEP benefit from early field experience in K-12 classrooms, regular contact with faculty members from their major departments and from the education departments and regular advisement and support throughout the program. Students in STEP also have multiple opportunities to meet and work with other students in the program, facilitating their social connections with other students with similar career aspirations.

Transfer students may also participate in STEP. To be well positioned to participate in the program, they must seek advisement from their community college counselor as early in their academic careers as possible. Students in this program must take a particular pattern of courses to satisfy General Education Program requirements. Transfer students should check the Center for Careers in Teaching website for more information.

For further information about STEP, please visit the Center for Careers in Teaching website at www.fullerton.edu/cct or visit the Center directly in H-113.

F. SINGLE SUBJECT CREDENTIAL AND SUBJECT MATTER PREPARATION

Although a person seeking a Single Subject Credential may complete any academic major, most people decide to complete the degree major closest to the subject field in which they wish to be authorized to teach. CSUF offers a Single Subject Credential program in each of the following state-authorized subject fields.

Art
Biology
Business Education
Chemistry
English (English, Theater)
French
German
Geology
Japanese
Mathematics
Music
Physical Education
Physics
Social Science (Anthropology, American Studies, Economics, Geography, Chicana/o Studies, History, Afro-Ethnic Studies, Psychology and Sociology)
Spanish

To demonstrate subject matter competence, a person must either pass the appropriate state-approved examination, or complete a state-approved subject matter preparation program. These subject matter preparation programs generally coincide sufficiently with the degree major to make it possible to complete major requirements and subject matter preparation requirements using many of the same courses. But degree programs and subject matter preparation programs serve different purposes; taking one is not a guarantee that you will have satisfied the requirements of the other.

For students seeking Single Subject Credentials, please discuss the option of test or subject matter preparation program with the adviser for your academic major. CSUF offers subject matter preparation programs associated with all of the above credentials with the exception of Business Education.

Good advising and careful planning are crucial. Transfer students seeking a CSUF subject matter preparation program should seek a transcript evaluation from the adviser in their academic major. Single subject matter preparation programs are in transition because of changes in the state standards. See www.fullerton.edu/cct for current information.

G. EDUCATION SPECIALIST CREDENTIALS

CSUF offers several state-approved programs leading to basic specialized credentials. These specialist credentials are oriented toward postbaccalaureate course work and coincide with master's degree programs. Further information about specific requirements for each can be obtained under the appropriate departmental listing in this catalog.

CSUF offers the following Specialist Credential programs:

1. Mild/Moderate Disabilities - to teach persons with mild/moderate disabilities. See Department of Special Education, College of Education.
2. Moderate/Severe Disabilities - to teach persons with moderate/severe disabilities or who have multiple disabilities. See Department of Special Education, College of Education.
3. Early Childhood Special Education - to teach infants, toddlers and preschoolers with or at risk for disabilities or developmental delays, ages birth through five years of age and their families. See Department of Special Education, College of Education.
4. Resource Specialist (Certificate of Competency) - to serve as a resource specialist in programs serving special education students, their parents and their regular teachers. See Department of Special Education, College of Education.
5. Reading and Language Arts Specialist - to teach reading to students of diversified grade and ability levels and to assist all teachers in being better reading teachers. See the Reading Department, College of Education.

H. SERVICES CREDENTIALS

CSUF offers the following Services Credential programs:

1. Administrative Services (Preliminary Level) - the first step of the two-step administrative services credential structure, authorizing service as a school site administrator, principal or other administrative officer of a school district. See Department of Educational Leadership, College of Education.
2. Administrative Services (Professional Level) - the second step of the two-step administrative services credential structure. See Department of Educational Leadership, College of Education.
3. Clinical Rehabilitative Services Credential in Language, Speech and Hearing - provide services to students with disorders in language, speech and hearing. See Department of Human Communication, College of Communications.
4. Special Class Authorization - to become a classroom teacher to students with severe disorders of language. See Department of Human Communication, College of Communications.

University Extended Education

INTRODUCTION

University Extended Education (UEE) is a rich and varied component of Cal State Fullerton. UEE works with university academic units to create and administer non-state-funded programs that extend Cal State Fullerton's resources out into the community. This includes academic credit courses, certificate programs for professional development, English classes for non-native speakers of English, a learning in retirement program, classes for children and teens, summer camps, international programs and delivery of distance learning via telecommunications technology.

DEGREE CREDIT COURSES

Intersession Classes for CSUF and Non-CSUF Students

University Extended Education offers degree credit courses in Intersession, the "winter semester." Classes are open to CSUF students and the public. Intersession is a great time to squeeze in a class and stay on track to graduate on time. Courses may be applied toward graduation requirements.

Intersession is held in January between the fall and spring semesters. More than 100 degree credit courses are offered in a variety of fields and can be completed in less than a month. A class schedule for Intersession is mailed to all Cal State Fullerton students in November. Enrollment is through University Extended Education.

Open University (for Non-CSUF Students)

People who are not currently admitted to Cal State Fullerton can enroll in most undergraduate and graduate-level courses through a process called Open University. In fall and spring, registration is provided on a space available basis after students admitted to a Cal State Fullerton degree program have registered. In summer, special registration provisions may be made for Open University students to enroll at the same time as CSUF students.

Open University is useful for people who missed the deadline for admission to the university, have been disqualified, are otherwise ineligible for admission and need to raise their grade point average, need to earn prerequisites for admission to a degree program or certificate, or need to enroll in GRAD 700.

Open University is not available to: students who are currently admitted to CSUF, with the exception of matriculated students who need to enroll in GRAD 700; foreign students with scores of less than 500 on the TOEFL examination or its equivalent; or foreign students with an I-20 from another university.

Upon successful completion of a course, students receive degree credit. When students are admitted to the university, the courses may then become part of their degree program transcript. These courses may also be transferred to other institutions. Students can earn up to 24 units toward a baccalaureate degree and six to nine units toward a master's degree through Open University. For specifics on graduate degrees, check with the Graduate Studies Office.

Off-site Graduate Degree Programs

The College of Business and Economics offers an MBA program in the Irvine Spectrum area. This program features an accelerated timeline, evening classes, a cohort format, instruction by full-time faculty, and a standard of excellence that is to be expected from the state's largest business school.



UNIVERSITY EXTENDED EDUCATION
Registration & Information
College Park 100
(714) 278-2611
www,csufextension.org

DEGREE CREDIT COURSES

- American Language Program
- International Programs
- Professional Continuing Education
- Distance Education
- Lifelong Learning
- UEE Class-Site Locations

The Department of Accounting also offers a Master of Science in Taxation at the classroom facility in Irvine. Classes are held in the evening, and the program schedule accommodates tax season.

A Master of Science in Counseling program is offered at CSUF Garden Grove Center. This program, which was designed to meet a growing demand for this degree, features a cohort format, convenient evening classes, and a central/south Orange County location.

These off-site graduate degree programs are not part of the state-funded curriculum. This means these programs do not receive state tax revenue to contribute to their pricing; therefore, they have a distinctly different fee structure than similar CSU programs supported by state tax funds.

These programs are administered through University Extended Education.

THE AMERICAN LANGUAGE PROGRAM

The American Language Program is a high-quality, non-credit intensive English program specifically designed to prepare international students for study in a U.S. college or university. TOEFL preparation is included for all levels. A Pre-MBA program is offered to students seeking to prepare for the MBA program here at Cal State Fullerton.

For more information, visit the American Language Program office on campus in T-14 or call (714) 278-2909, email alp@fullerton.edu, or see our website at http://alp.fullerton.edu.

INTERNATIONAL PROGRAMS

University Extended Education extends the resources of the university into the global community via academic credit courses, certificate programs and other learning experiences. The programs are customized as needed to meet students' needs. A variety of methods are used to deliver the classes. Students may attend classes at Cal State Fullerton, or faculty may teach in the host country. Courses may also be delivered by distance education technology such as the Internet or interactive televised instruction.

The Experience China program includes opportunities for American teachers to go to China to teach, as well as customized programs for groups of Chinese professionals who want to come to America for training.

The American Language Program also offers semester abroad opportunities for international students who want to study at Cal State Fullerton for a semester or two.

PROFESSIONAL CONTINUING EDUCATION

Professional development programs are provided in a variety of areas through continuing education classes and certificate programs.

Programs for Educators

The many education reforms in California have created a heightened need for professional development for teachers. To meet this need, University Extended Education offers professional development opportunities for educators in the areas of reading, mathematics, fine arts, beginning teacher training, technology, educational leadership, special education and foreign language. Most courses are available online. Certificate programs include School Business Management and Gifted and Talented Education.

Certificate Programs

Extended Education offers more than 50 certificate programs. Program design and oversight is provided by advisory boards comprised of nearly 700 leaders from business and industry, and the Cal State Fullerton faculty. These board members share their expertise to create programs that are on the cutting-edge of current theory, practice and technology.

Certificate programs are designed for people who want formal recognition for completing a structured and rigorous course of study for a specific field that is not part of a university degree program. Certificates are awarded when participants complete program requirements.

Programs are currently offered in:

Applied Forensic Science
Banking and Finance
Biotechnology
Business and Management
Computer IT Technologies
Criminal Justice
Education
Engineering
Environmental Compliance
Gerontology
Grant Preparation
Human Resources
Insurance/Health Care
International Business
Manufacturing and Distribution
Mental Health
Real Estate Appraisal
Technical Writing

New programs are continuously being developed. For a free catalog or brochure, contact University Extended Education at www.csufextension.org or call (714) 278-2611.

DISTANCE EDUCATION

Distance Education classes and programs are delivered through telecommunications technologies such as interactive televised instruction (ITI) and the Internet. University Extended Education's Distance Education unit develops online courses and degree programs, and provides video/audio streaming, multimedia development and videoconferencing services. Current programs include ITI courses delivered from the Fullerton campus to the CSUF Garden Grove Center and the El Toro Campus, an exchange of two-way video classes with other CSU campuses, the ACME Program (in partnership with Warner Bros.), and a statewide nursing RN-to-BSN degree completion program.

Distance Education helped develop and continues to provide support for CSUF's first totally online master's degree – Instructional Design and Technology. Development of online formats for degree credit courses and certificate programs is ongoing. For more information, visit the Distance Education website at http://distance-ed.fullerton.edu.

LIFELONG LEARNING

University Extended Education offers programs for personal enrichment including programs for children, youth and retired persons. Continuing Learning Experience (CLE), an organization of retired persons, provides about 180 course offerings a year. UEE also has a partnership with the Fullerton Arboretum to provide learning experiences for children and adults. UEE also holds Children's Summer Art Camp, as well as other classes for children and teens.

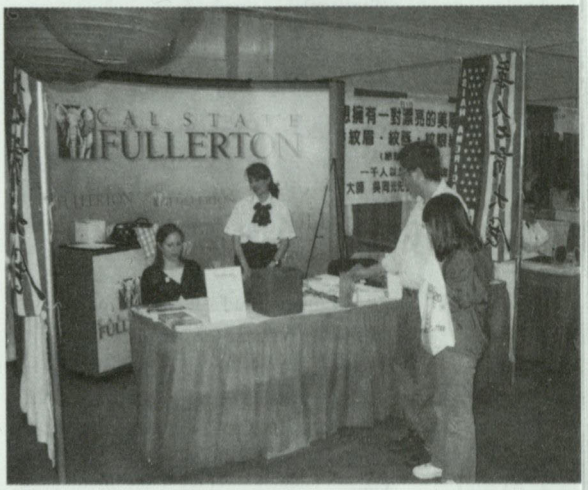
UEE CLASS-SITE LOCATIONS

Cal State Fullerton Campus
800 N. State College Boulevard

CSUF Garden Grove Center
12901 Euclid Street

CSUF Grand Central Art Center
125 N. Broadway, Santa Ana
CSUF @ Irvine
Irvine Institute (formerly known as CPEI)
8659 Research Drive, Irvine

International Education



DIRECTOR

Robert B. Ericksen

ASSOCIATE DIRECTOR

Lay Tuan Tan

STUDY ABROAD ADVISER

Matthew Walters

PROGRAMS OFFERED

CSU International Programs

International Student Exchange Programs

Study Abroad Seminar Requirement

Independent Study Abroad

DEPARTMENT WEBSITE

http://www.fullerton.edu/international

INTRODUCTION

Today's university students face exciting new opportunities and challenges as they enter the 21st century. A study experience in another country is the ideal way to prepare students for the demands of a global economy and to enhance their potential for success in a multicultural working and living environment. Study abroad enables students to see things from another point of view, which helps them develop analytical and critical thinking skills. Living in another culture adds to understanding of oneself and the world around us. Career-wise, study abroad participants return from their experience with qualifications that distinguish their background from others.

Cal State Fullerton offers a variety of study abroad options.

- International Programs ("I.P.") The system-wide study abroad program of the California State University
- Cal State Fullerton International Exchange Programs
- Programs at other CSU campuses and Independent Study Abroad

The Office of International Education and Exchange, located in University Hall 244, is where students can go for information and advisement on study abroad. The office is staffed by a professional study abroad adviser and includes a Study Abroad Resource Library, as well as Internet resources. Students are advised to visit the Office of International Education and Exchange as early as possible in the planning process for their study abroad experience. Careful planning will result in selection of the best program for the student and minimize any potential difficulties with transfer credit or financial aid. The Office of International Education and Exchange can be reached at (714) 278-2787 or www.fullerton.edu/international/studyabroad/

THE CALIFORNIA STATE UNIVERSITY INTERNATIONAL PROGRAMS

Developing intercultural communication skills and international understanding among its students is a vital mission of The California State University (CSU). Since its inception in 1963, the CSU International Programs has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year. More than 15,000 CSU students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while they pursue full-time study at a host university or special study center abroad. The International Programs serves the needs of students in over 100 designated academic majors. Affiliated with more than 70 recognized universities and institutions of higher education in 18 countries, the International Programs also offers a wide selection of study locales and learning environments.

Australia

Griffith University
Macquarie University
Queensland University of Technology
University of Queensland
University of Western Sydney
Victoria University

Canada

The universities of the Province of Quebec including:

Bishop's University
Concordia University
McGill University
Université Laval
Université de Montréal
Université du Quebec system

Chile

Pontificia Universidad Católica de Chile (Santiago)

China

Peking University (Beijing)

Denmark

Denmark's International Study Program (the international education affiliate of the University of Copenhagen)

France

Institut des Etudes Françaises pour Étudiants Étrangers L Académie d Aix-Marseille (Aix-en-Provence)

Universités de Paris III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, the Institute of Oriental Languages and Civilizations, and Université Evry.

Germany

Universität Tübingen and a number of institutions of higher education in the Federal state of Baden-Württemberg

Israel

Tel Aviv University
The Hebrew University of Jerusalem
University of Haifa

Italy

CSU Study Center (Florence)
Universitá degli Studi di Firenze
La Accademia di Belle Arti Firenze

Japan

Waseda University (Tokyo)

Korea

Yonsei University (Seoul)

Mexico

Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro

New Zealand

Lincoln University (Christchurch)
Massey University (Palmerston North)

Spain

Universidad Complutense de Madrid
Universidad de Granada

Sweden

Uppsala Universitet

Taiwan

National Taiwan University (Taipei)
National Tsing Hua University

United Kingdom

Bradford University
Bristol University
Hull University
Kingston University
Sheffield University
University of Wales Swansea

Zimbabwe

University of Zimbabwe (Harare)

International Programs pays all tuition and administrative costs for participating California resident students to the same extent that such funds would be expended to support similar costs in California. Participants are responsible for all personal costs, such as transportation, room and board, living expenses and home campus fees. Financial aid, with the exception of Federal Work-Study, is available to qualified students.

The Office of International Education and Exchange works closely with the Office of Financial Aid to maximize students' financial opportunities. In addition, the Office of International Education and Exchange provides five CSUF students with round trip airfare through an annual competition.

To qualify for admission to the International Programs, students must have upper division or graduate standing at a CSU campus by the time of departure. Students at the sophomore level may, however, participate in the intensive language acquisition programs in France, Germany and Mexico. California community colleges transfer students are eligible to apply directly from their community colleges. Students must also possess a current cumulative grade point average of 2.75 or 3.0, depending on the program for which they apply. Some programs also have language study and/or other coursework prerequisites.

Additional information and application materials may be obtained on campus at the Office of International Education and Exchange, University Hall 244, or by writing to The California State University International Programs, 401 Golden Shore, Sixth Floor, Long Beach, California 90802-4210, or visiting the International Programs' website at www.gateway.calstate.edu/csuienet/.

INTERNATIONAL STUDENT EXCHANGE PROGRAMS

Cal State Fullerton has direct institutional exchange programs with five universities. These exchange programs allow for the exchange of faculty and students for the purposes of teaching, study, research, and for the promotion of intercultural understanding and cooperation.

France - University of Paris

Germany - Fachhochschule Nurtingen

Japan - Nanzan University

Mexico - Universidad Autónoma de Guadalajara

United Kingdom - Royal Holloway and Trinity College Carmarthen

Additional exchange opportunities are under development at the time of catalog publication. Visit the Office of International Education and Exchange for further information.

The cost of participation varies from country to country, but in general, students pay their own Cal State Fullerton fees, housing, meals, transportation and incidental expenses. Often, costs are comparable to studying at Cal State Fullerton while living in a nearby apartment. Study abroad costs are kept as low as possible, and students who qualify for financial aid may apply it to their exchange program costs.

Academic advising before departure is essential. Before going abroad, the student and an academic adviser will complete an Academic Advisement Form to identify the Cal State Fullerton credit that will be awarded after completing the study abroad program. Students who plan ahead and work closely with their academic advisers usually get full credit for the classes they take abroad.

The application deadline is February 1 for most programs; October 1 and April 1 for others. Application forms and further information are available in the Office of International Education and Exchange, University Hall 244.

STUDY ABROAD SEMINAR

All study abroad students are encouraged to participate in a pre-departure seminar. The goals of this seminar include assisting students in adjusting to living in a new culture, understanding the intercultural adaptation process, and in developing strategies for managing culture shock.

INDEPENDENT STUDY ABROAD

If none of the aforementioned programs meets a student's needs, another option may be to participate in a program run by a private organization or another university. There are literally thousands of such programs. Reference materials and Web directories about such opportunities are kept in the Study Abroad Resource Library in the Office of International Education and Exchange, University Hall 244. Academic credit transfer and financial aid can be arranged in advance through completion of a "consortium agreement."

International Programs



ASSOCIATE VICE PRESIDENT, ACADEMIC PROGRAMS

Robert (Ray) Young

ACADEMIC PROGRAMS OFFICE

McCarthy Hall 111

INTRODUCTION

Cal State Fullerton is committed to bringing global materials and themes to the experiences of the university community. This mission leads the university to encourage and support student, faculty and staff international activities within normal constraints of budgets and competing obligations. Formally and informally, the world reaches out to our community, and Cal State Fullerton in turn reaches out to the world. As phrased in the university Mission & Goals, we seek to be a comprehensive, regional university with a global outlook.

The Office of Academic Programs, in cooperation with the Office of International Education and Exchange, coordinates all aspects of this commitment to academic internationalization. Specifically, the associate vice president for Academic Programs is responsible for overseeing and encouraging the internationalization of the curriculum. Toward this end, contacts are initiated with sister institutions throughout the world to foster cooperative programs and the exchange of faculty and students.

STUDENT INVOLVEMENT

Cal State Fullerton seeks to prepare students for a world in which the exchange of goods and people via modern means of travel is low-cost and frequent and in which the exchange of ideas via modern media and the Internet can be almost free. For some students this preparation involves study abroad for an extended period such as a year or a semester. Other students may take part in shorter experiences abroad, sometimes led by CSUF faculty. Still others find that faculty, staff and other members of our community (including students from other countries who study here) bring global or international outlooks that enrich life in and outside of the classroom.

INTERNATIONAL AGREEMENTS

Like most other universities in the United States, Cal State Fullerton also fosters a global outlook by establishing and maintaining official relationships with universities abroad. A growing list included 43 institutional-level agreements as of spring 2005, a number that is sure to grow in the ensuing months and years. Some relationships between CSUF and non-U.S. institutions feature reciprocal short-term faculty exchanges; the exchange of lecturers, delegations, cultural groups, and artists; or agreements whereby Cal State Fullerton may temporarily hire needed faculty from non-U.S. universities. Other agreements facilitate the enrollment of students from abroad who wish to take short courses at Cal State Fullerton, study for a CSUF degree, or undertake research under the direction of CSUF faculty.

Cal State Fullerton's oldest institutional relationship, begun in 1984, is with Fudan University in Shanghai, China. Each June a CSUF delegation is hosted by Fudan; CSUF welcomes a professor from Fudan each year; and a variety of other exchanges occur from time to time.

Active international agreements with universities abroad included the following as of spring 2005.

Australia

Curtin University

University of New England

Cambodia

Pannasastra University

Chile

Universidad del Desarollo

China
- Fudan University
- Central University for Nationalities
- Northwest University
- Liaoning University
- Weihai Campus, Harbin Institute of Technology
- Central-South University
- Heibei University
- Hong Kong University, School of Professional and Continuing Education
- Shanghai University
- Southeast University
- University of Tibet

Ecuador
- Universidad del Pacifico

Finland
- Lapeenranta University of Technology

France
- CERAM Sophia Antipolis-EAI Tech
- University of Paris X

Germany
- Fachhochschule Nürtingen
- Fachhochschule Karlsruhe
- Fachhochschule Mannehim
- Friedrich-Alexander University, Erlangen-Nürnberg

India
- University of Delhi

Indonesia
- Universitas Katolik Parahyangan

Japan
- Nanzan University
- Okayama University

Lithuania
- Kaunas University of Technology

Mexico
- Universidad Autonoma de Guadalajara

Peru
- Universidad San Ignacio de Loyola

Taiwan
- National Sun Yat-sen University
- Chung Hua University
- Southern Taiwan University of Technology

Thailand
- Chiang Mai University
- Khon Kaen University
- National institute of Development Administration

United Kingdom
- University of London
- Trinity College, Wales

Vietnam
- University of Economics
- National Economics University
- University of Social Sciences & Humanities
- Hue University
- Thu Duc University of Agriculture

INTERNATIONAL PROGRAMS

Two accredited master's programs are currently being offered overseas. The College of Business and Economics administers an MBA program at Universidad San Ignacio de Loyola in Lima, Peru. The College of Communications administers an M.A. in Communications through Hong Kong University's School of Professional and Continuing Education. Both of these master's programs are taught on site by CSUF faculty who spend a portion of each semester in the respective country. Some courses are also offered to students online via the Internet. Students in Peru and Hong Kong complete the same program as resident students enrolled in the U.S. and receive their degrees from Cal State Fullerton.

FURTHER INFORMATION

Faculty and staff interested in participating in an international exchange can contact the Office of Academic Programs, McCarthy Hall 111 (714) 278-3602.

Students interested in studying abroad can refer to the "International Education" section of this catalog or contact the Office of International Education and Exchange, University Hall 244 (714) 278-2787.

Curricula Information



CURRICULA INFORMATION

Course Descriptions
Course Numbering Code
Student-to-Student Tutorials
Independent Study
Cross-Disciplinary Programs
B.A. Special Major
Master of Library and Information Science Degree Program
Library Course
University Studies Courses

COURSE DESCRIPTIONS

Course descriptions briefly describe the content or subject matter to be covered and provide additional information on units of credit, the level of instruction (see course numbering code), prerequisites and the type of course (lecture, laboratory, activity, seminar and individually supervised work).

COURSE NUMBERING CODE

The first number in each course designation is intended to indicate the level of complexity of the course. In addition, the first number also is a rough index of the student's year of study at the university. The following are guidelines for course numbering.

001-099

Courses that carry no credit toward a degree or credential. Generally developmental, remedial, or pre-college in content.

100-199

Lower-division courses designed primarily for freshman level, but also open to other students. These courses are generally introductory in nature and are usually designed without prerequisites.

200-299

Lower-division courses designed primarily for sophomore level, but also open to other students. Although there is no clear distinction between lower-division courses listed at the 100 or 200 level, there is an inherent assumption that students in these courses have acquired skills appropriate to the second year of university-level work.

300-399

Upper-division courses designed primarily for juniors, but also open to other students. Third year or junior-level course work is likely to emphasize specialization in the disciplines. It is expected that specific prerequisites are used to indicate the necessary competencies required for study at this level. These courses do not give graduate credit.

400-499

Upper-division courses designed primarily for seniors, but also open to other students. Prerequisite work is required. Course work is intended to provide depth of understanding or additional focus appropriate to the disciplines. Courses at the 400 level are sufficiently sophisticated for inclusion on graduate study plans if additional assignments are given to graduate students.

500-599

Courses designed for graduate students who are enrolled in advanced degree programs. The courses of study are advanced and specialized in nature and require substantial undergraduate preparation. Undergraduate students may enroll if they have reached senior status, have the prerequisites required for entry into the course, and have gained consent of the instructor. Courses at the beginning 500 level may be used on joint doctoral study plans if the approved program provides for such use.

600-699

Courses designed for graduate students beyond the master's level who are enrolled in joint-doctoral programs. The courses of study take up advanced topics using sophisticated approaches

that presume prior study at the graduate level within the same, or a closely related, discipline. Master's program students may enroll only with consent of both the instructor and the graduate adviser. Closed to undergraduates.

700-701

Course numbers for graduate and post-baccalaureate students (including those seeking a credential) to maintain continuous enrollment during a particular semester, when they are not enrolled in regular courses. These numbers do not represent courses and do not therefore grant credit.

900-999

Courses specifically designed for professional groups seeking vocational improvement or career advancement. Credit for these courses does not apply to undergraduate degrees, graduate degrees or credentials at the university.

An honors section of a course shall use the letter H. A laboratory course which accompanies another course should use the letter L. A variable topics course shall use the letter T.

A controlled entry course is one which has enrollment requirements in addition to any prerequisite courses. Additional requirements include prior approval of the instructor, special academic advisement, a qualifying exam, a placement test, an audition, a teaching credential, or similar special qualifications. Controlled entry courses are designated in the class schedule by using an appropriate explanatory footnote.

Special Course Numbers

For uniformity, certain types of courses have been listed by all departments and colleges with the same numbers: 499 and 599 are used respectively for undergraduate and graduate independent study; 496 for student-to-student tutorials; 497 and 597 for a project; and 498 and 598 for a graduate thesis.

Explanation of Course Notations

Certain notations are uniformly used in the course descriptions in this catalog.

1. The figure in parentheses following the course title indicates the number of semester units for the course. Courses offered for varying units are indicated as (1-3) or (3-6).
2. A course listing such as Afro-Ethnic Studies 108 (3) (Same as Linguistics 108) indicates that a student taking the course may choose to count it in either of those two disciplines.
3. A notation such as (Formerly 433) following the course title and the number of units indicates the same course previously was numbered 433.

STUDENT-TO-STUDENT TUTORIALS

The student-to-student tutorial provides a formal way to encourage students to learn through teaching. It also provides tutoring to all students who need and want tutorial assistance.

In those departments that choose to offer such courses, the courses are numbered 196 or 496 and carry one to three units of credit. The prerequisites include a grade point average of at least 3.0 and/or consent of the instructor. The tutor and tutee(s) will work in mutually advantageous ways by allowing all involved to delve more carefully and thoroughly into the materials presented in this specific course.

One to three students may be tutored by the tutor unless the instructor decides that special circumstances warrant increasing the usual maximum of three tutees. Three hours of work per week are expected for each semester unit of credit, and this work may include, apart from contact hours with tutees, such other activities as: tutorial preparations; consulting with instructors; reporting, analysis and evaluation of the tutorial experiences; and participation in an all-university orientation and evaluation program for tutors.

A maximum of three units may be taken each semester. No more than three units of any combination of tutorial courses (496) may count toward an undergraduate degree program. The course must be taken as an elective and not counted toward general education, major or minor requirements. The course can be taken on a credit/no credit basis by the tutor.

Requests for tutors must be initiated by tutees and can be initiated up until the official university census date. Tutors electing to respond to such requests will receive credits at the end of the semester and can register in the course until the official university census date. Both tutors and tutees must submit written reports, analyses and evaluations of their shared tutorial experience to the instructor, and both must participate in an all-university orientation program, as well as in any conference or critique that the instructor of the course may require.

Further information can be obtained from the department in which the student is interested in a student-to-student tutorial.

INDEPENDENT STUDY

By registering for an independent study course, a student may pursue topics or problems of special interest beyond the scope of a regular course under the supervision of a faculty adviser. The work is of a research or creative nature, and normally culminates in a paper, project, comprehensive examination, or performance. Independent study units shall not be granted for teaching duties, administering classes, tutoring students or grading courses; or for internships. For independent study used on graduate study plans, 300-level courses may not be used as the sole basis for 499 Independent Study. 300- and 400-level course work may not be used as the sole basis for 599 Independent Study. 100- and 200-level courses may not be used as any part of the basis for 499 or 599 Independent Study.

Before registering, the student must get a topic approved by the instructor who will be supervising independent study and by the department chair. Independent study used on a graduate study plan must also be approved by the departmental graduate program adviser.

A student may take no more than six units of independent study at the undergraduate level (299 and 499 numbered courses) in a given semester. No more than nine units of independent study may be applied toward completion of the baccalaureate degree.

A graduate student may apply no more than six units of independent study (499 or 599 numbered courses) toward completion of the master's degree.

CROSS-DISCIPLINARY PROGRAM

A cross-disciplinary program is an endeavor involving two or more existing academic departments which need not be within the same school. Such programs are administered by program councils composed of representatives elected by participating departments.

Current programs include:

College of Humanities and Social Sciences

Afro-Ethic Studies, Option, B.A. Ethnic Studies

Afro-Ethic Studies, Minor

Asian Studies, Minor

Asian American Studies Option, B.A. Ethnic Studies

Asian American Studies, Minor

Chicano Studies, Option, B.A. Ethnic Studies

Chicano Studies, Minor

Environmental Studies, M.S.

European Studies, B.A.

European Studies, Minor

Gerontology, M.S.

Gerontology, Minor

Latin American Studies, B.A.

Latin American Studies, Minor

Liberal Studies, B.A.

Special Major, B.A.

Women's Studies, B.A.

Women's Studies, Minor

The program descriptions are located within the departmental section of this catalog.

B.A. SPECIAL MAJOR

The undergraduate special major program provides opportunities for selected students to pursue individualized programs of study leading to a degree when legitimate academic and professional goals can be satisfied by a judicious selection of courses from two or more fields, and when these aims cannot be satisfied by the authorized standard degree majors, double majors, or other available cross-disciplinary programs. The special major program is designed for exceptional cases of individual students only and provides an opportunity to develop a concentration or specialization outside of existing majors. This program is not intended as a means of by-passing normal graduation requirements or as a means by which students who fail to complete the degree major in which they are enrolled may graduate.

Students interested in a bachelor's degree with a special major should consult the director of the Academic Advisement Center. Guidelines for developing the major are as follows:

1. Entrance to the special major program is normally at the beginning of the junior year (60 units remaining for graduation).
2. The minimum requirement for the major is 48 units. A minimum of 36 upper-division units must be included in the major.
3. Although students may include on their study plans, course work in progress and a maximum of 12 units of course work completed prior to the time of filing, approval of these courses is not automatic.
4. No more than six units of 499 (Independent Study) and/or internship course work may be included in the major.
5. Neither lower- nor upper-division courses applied to general education breadth requirements will be applicable toward the major.
6. At least three units of appropriate course work in methodology shall be included in the student's study plan. Where appropriate, this requirement may be waived by the University Curriculum Committee.
7. All courses in the major must be taken for a letter grade. A grade-point average of 3.0 in the major is required for graduation.
8. Prior to taking any substitute course work, a petition for change of the study plan must be approved by the student's adviser and the University Curriculum Committee.
9. A senior thesis shall be written by the student in this program during the semester preceding graduation. This thesis must show scholarly evidence of the merit in the student's choice of an interdisciplinary program. This paper shall be written under the direction of the student's special major adviser and approved by the faculty designated by the departments represented on the student's study plan.

MASTER OF LIBRARY AND INFORMATION SCIENCE DEGREE PROGRAM

Pollak Library (South Wing) 67
(714) 278-2064

The Master of Library and Information Science (MLIS) degree program is offered on the Cal State Fullerton campus by San Jose State University's College of Library and Information Science. Accredited by the American Library Association in 1969, the SJSU College of Library and Information Science (SLIS) was accorded its most recent accreditation update in January 2000, making it the only ALA-accredited program in the 23-campus California State University system.

San Jose State began offering classes at Cal State Fullerton in 1989 and has enjoyed continuous growth since that time. Applicants are screened and admitted by San Jose State even though they plan to take classes through the distance education program at Cal State Fullerton.

The program requires the successful completion of 42 units, and it may be taken in its entirety at Fullerton. In addition to the MLIS, the program also offers an accredited School Library Media Credential, as well as an emphasis in archival studies.

For further information, call MLIS's Cal State Fullerton office at the above number or visit the school's website at http://slisweb.sjsu.edu.

LIBRARY COURSE

Course is designated as LIBR in the class schedule.

302T Library Research Methods for Specific Majors (1)

Library research methodology and introduction to library resources in special subject areas such as business, education and science.

UNIVERSITY STUDIES COURSES

Courses are designated as UNIV in the class schedule.

100 Introduction to University Studies (1-3)

Prerequisite: consent of director of academic advising services. Designed for first-time freshmen in learning communities. Provides support in transition from high school to university study. Introduction to higher education structure and expectations, general education, roles and responsibilities of university students. The seminar is offered for 1, 2 or 3 units in the fall and/or spring semester. Extensive reading and writing assignments related to the first year college experience are required. Three units maximum.

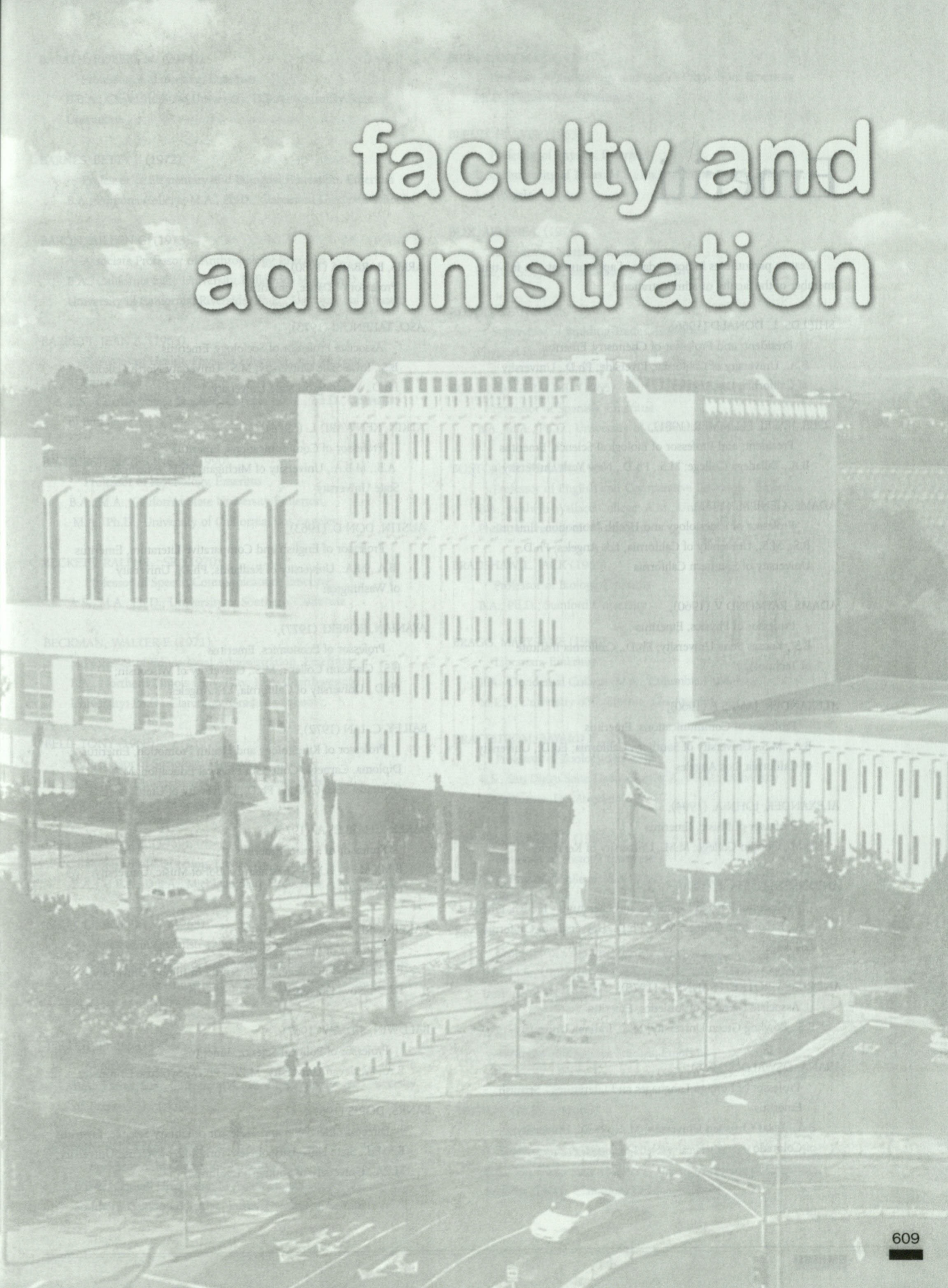
496 Student-to-Student Tutorial (1-3)

Prerequisites: a 2.75 or higher grade point average and simultaneous assignment as a peer mentor in section of University 100. Instructional assistance to incoming freshmen by advanced peer mentors. In collaboration with faculty member and a student affairs professional, peer mentors assist in a variety of University 100 instructional and student support activities, including tutoring, developing topics and modules for University 100, and the analysis and evaluation of the first-year experience.

499 Independent Study (1-3)

Prerequisite: consent of instructor and approved learning plan. Independent research or applied project, under the direction of a faculty member. May be repeated for a maximum of six total units of credit.

faculty and administration



Emeriti

(Year in parentheses indicates date of appointment as a full-time member of the faculty or administration.)

SHIELDS, L. DONALD (1966),
President; and Professor of Chemistry, Emeritus
B.A., University of California, Riverside; Ph.D., University of California, Los Angeles

COBB, JEWEL PLUMMER (1981),
President; and Professor of Biological Science, Emeritus
B.A., Talladega College; M.S., Ph.D., New York University

ADAMS, GENE M. (1973),
Professor of Kinesiology and Health Promotion, Emeritus
B.S., M.S., University of California, Los Angeles; Ph.D., University of Southern California

ADAMS, RAYMOND V. (1960),
Professor of Physics, Emeritus
B.S., Kansas State University; Ph.D., California Institute of Technology

ALEXANDER, JAMES P. (1960),
Professor of Communications, Emeritus
B.A., M.S., University of Southern California; Ed.D., University of California, Los Angeles

ALEXANDER, JOHN A. (1994),
Professor of Music, Emeritus
B.M., Oberlin College; M.M., University of Kentucky

ANDERSEN, LINDA R. (1970),
Professor of Foreign Languages and Literatures - French, Emeritus
B.A., Kalamazoo College; M.A., Ph.D., University of California, Los Angeles

ANDREAS GROTKE, LEANNE L. (1978),
Associate Director of Athletics, Emeritus
B.S., Bowling Green University; M.S., Indiana University

ARANA, OSWALDO (1965),
Professor of Foreign Languages and Literatures - Spanish, Emeritus
B.A., Texas Christian University; M.A., Ph.D., University of Colorado

ARMS, BARBARA (1980),
Professor of Dance, Emeritus

ASO, TAKENORI (1973),
Associate Professor of Sociology, Emeritus
B.S., Iowa State University; M.S., University North Dakota; Ph.D., Washington State University

ATKIN, KENWARD L. (1974),
Professor of Communications, Emeritus
A.B., M.B.A., University of Michigan; Ph.D., Michigan State University

AUSTIN, DON D. (1963),
Professor of English and Comparative Literature, Emeritus
B.A., M.A., University of Redlands; Ph.D., University of Washington

AYANIAN, ROBERT (1977),
Professor of Economics, Emeritus
B.S., Clarkson College; M.S., University of Wisconsin; Ph.D., University of California, Los Angeles

BAILEY, C. IAN (1972),
Professor of Kinesiology and Health Promotion, Emeritus
Diploma, Carnegie College of Physical Education; M.A., Colorado State College; Ph.D., University of Utah

BAKER, CHARLES A. (1975),
Professor of Music, Emeritus
B.M., M.M., D.M.A., Eastman School of Music, University of Rochester

BAKER-JORDAN, MARTHA J. (1975),
Professor of Music, Emeritus
B.S., Anderson College; M.M., Southern Illinois University; Ed.D., Nova University

BALDWIN, SIDNEY (1967),
Professor of Political Science, Emeritus
B.A., Wesleyan University; M.P.A., Ph.D., Syracuse University

BANKS, DORIS (1967),
Director of Division and Professor of Library Science, Emeritus
B.S. Ed., State University of New York; M.S., Syracuse University; M.P.A., University of Southern California

BARATH, ROBERT M. (1974),
Professor of Marketing, Emeritus
B.B.A., Cleveland State University; D.B.A., Kentucky State University

BARNES, BETTY J. (1972),
Professor of Elementary and Bilingual Education, Emeritus
B.A., Pomona College; M.A., Ph.D., Claremont Graduate School

BARON, AILEEN G. (1973),
Associate Professor of Anthropology, Emeritus
B.A., California State University, Fullerton; M.A., Ph.D., University of California, Riverside; Ph.D., University of Chicago

BARRETT, JEAN A. (1963),
Professor of Health, Physical Education and Recreation, Emeritus
B.S., Cortland State Teachers College; Ed.M., Ed.D., University of Buffalo

BATHURST, MADELINE K. (1990),
Professor of Psychology, Emeritus
B.A., M.A., California State University Fullerton; M.A., Ph.D., University of California, Los Angeles

BECKETT, RALPH L., SR. (1970),
Professor of Speech Communication, Emeritus
A.B., M.A., Ph.D., University of Southern California

BECKMAN, WALTER F. (1971),
Professor of Educational Administration, Emeritus
B.A., Northern Illinois University; M.A., Northwestern University; Ph.D., Claremont Graduate School

BELL, TONY (1968),
Professor of Sociology, Emeritus
B.A., M.A., University of California, Santa Barbara; Ph.D., University of Texas

BELL, WILLIAM E. (1969),
Professor of Marketing, Emeritus
B.A., M.B.A., D.B.A., Michigan State University

BELLOLI, ROBERT C. (1968),
Professor of Chemistry and Biochemistry; and Chair, Department of Chemistry and Biochemistry, Emeritus
B.S., St. Louis University; Ph.D., University of California, Berkeley

BELLOT, LELAND J. (1964),
Professor of History, Emeritus
B.A., Lamar State College; M.A., Rice Institute; Ph.D., University of Texas

BENSON, RUSSELL V. (1965),
Professor of Mathematics, Emeritus
B.E.E., Cornell University; M.A., Ph.D., University of Southern California; M.Div., Fuller Theological Seminary

BIRD, ANNE MARIE (1977),
Professor of Kinesiology and Health Promotion, Emeritus
Ph.D., University of Colorado

BLEND, HARVEY (1963),
Professor of Physics, Emeritus
B.S., University of Texas; M.S., Ph.D., University of California, Los Angeles

BLIX, ARLENE J. (1974),
Professor of Nursing, Emeritus
B.S., M.S., Ph.D., Loma Linda University

BLOOD, STANLEY R.
Supervisor of Building Trades, Emeritus
Physical Plant

BOARINO, GERALD L. (1965),
Professor of Spanish, Emeritus
B.A., M.A., Ph.D., University of California, Berkeley

BOSTON, ROSEMARY (1969),
Professor of English and Comparative Literature, Emeritus
B.A., Baldwin-Wallace College; A.M., University of Pennsylvania; Ph.D., University of Washington

BRADSHAW, L. JACK (1965),
Professor of Biology, Emeritus
B.A., Ph.D., Stanford University

BRAGG, MARY JANE (1966),
Librarian, Emeritus
B.A., Occidental College; M.A., Columbia University; M.L.S., University of California, Los Angeles

BRATTSTROM, BAYARD H. (1960),
Professor of Zoology, Emeritus
B.S., San Diego State University; M.A., Ph.D., University of California, Los Angeles

BREESE, LAUREN W. (1965),
Professor of History, Emeritus
B.A., Pomona College; M.A., Ph.D., University of California, Los Angeles

BROCK, RICHARD R. (1973),
Professor of Civil Engineering, Emeritus
B.S., M.S., University of California, Berkeley; Ph.D., California Institute of Technology

BROWN, DANIEL A. (1972),
Professor of Religious Studies, Emeritus
S.T.B., S.T.L., Marianum, Rome; Ph.D., Catholic University

BROWN, GILES T. (1960),
Associate Vice President, Academic Programs and Graduate Studies; and Professor of History, Emeritus
B.A., San Diego State University; M.A., University of California, Berkeley; Ph.D., Claremont Graduate School

BROWN, MICHAEL E. (1967),
Professor of Political Science, Emeritus
B.A., California State University, Long Beach; Ph.D., University of Southern California

BROWNING, ROBERTA F. (1970),
Director, Career Development and Counseling Center, Emeritus
B.A., Bucknell University; M.S., California State University, Fullerton

BRUCE, GRADY D. (1981),
Professor of Marketing, Emeritus
B.B.A., University of Texas; M.B.A., Ph.D., Louisiana State University

BRUGALETTA, JOHN J. (1970),
Professor English and Comparative Literature, Emeritus
B.A., M.A., Arizona State University; Ph.D., University of Missouri

BRYDEN, JOHN H. (1961),
Professor of Chemistry and Biochemistry, Emeritus
B.S., College of Idaho; M.S., California Institute of Technology; Ph.D., University of California, Los Angeles

BUCK, CHARLES W. (1964),
Associate Vice President, Student Affairs, Emeritus
B.A., Occidental College, M.D., University of Oregon; Ph.D., Columbia University

BUCK, J. VINCENT (1974),
Professor of Political Science, Emeritus
B.A., University of California, Berkeley; M.A., Ph.D., Stanford University

BUCUZZO, JOSEPH J. (1970),
Associate Professor of Mathematics, Emeritus
B.S., M.A., University of Massachusetts; Ph.D., University of Notre Dame

BUESO, ALBERTO T. (1974),
Professor of Finance, Emeritus
B.S., University of Illinois; M.B.A., California State University, Fullerton; Ph.D., University of Texas

BURK, JACK H. (1971),
Professor of Biological Science, Emeritus
B.S., Fort Lewis College; Ph.D., New Mexico State University

BUSTER, EDMOND B. (1981),
Advisory Board Member, Emeritus
University Advisory Board

CALHOUN, FENTON E. (1970),
Associate Professor of Communications, Emeritus
B.A., Michigan State University; M.A., Ph.D., Wayne State University

CALLISON, WILLIAM L. (1974),
Professor of Educational Administration, Emeritus
B.A., Occidental College; Ph.D., Stanford University

CAPELLE, RUTH M. (1972),
Professor of Art, Emeritus
B.A., Sarah Lawrence College; M.A., Mills College; Ph.D., University of California, Los Angeles

CARBONE, MARTIN E. (1984),
Facility Use Manager, Emeritus
B.A., University of Western Ontario; Phil. M., University of Toronto

CARTLEDGE, SAMUEL (1966),
Associate Professor of Foreign Languages and Literatures, Emeritus
A.B., King College; Ph.D., Yale University

CARY, ALICE L. (1966),
Professor of English, Emeritus
B.A., Ph.D., University of Oklahoma

CASTELLANOS, GLORIA G. (1970),
Professor of Mathematics, Emeritus
B.A., Pre-University Institute, Camaguey, Cuba; M.A., California State University, Fullerton; Ph.D., University of Havana

CASTRO, DONALD S. (1993),
Professor of History; Special Assistant to the President and Director, Title V Grant, Emeritus
Ph.D., University of California, Los Angeles

CHAPMAN, ROBERT L. (1973),
Associate Professor of Management, Emeritus
B.S.M.E., M.S., University of North Dakota; Ph.D., University of Chicago

CHIANG, GEORGE C. (1967),
Professor of Civil Engineering, Emeritus
B.S., National Taiwan University; M.S., University of Southern California; Ph.D., Stanford University

CHU, KWANG-WEN (1970),
Professor of Economics, Emeritus
B.A., National Taiwan University; M.A., University of Minnesota; Ph.D., University of California, Los Angeles

CHUNG, HWANG (2002),
Professor of Economics, Emeritus
B.S., Seoul National University, Korea; M.A., Claremont Graduate School; M.S., Ph.D., University of California, Irvine

CLAPP, MICHAEL H. (1969),
Professor of Mathematics, Emeritus
A.B., Occidental College; M.A., M.S., Ph.D., University of Washington

COLEMAN, JACK W. (1968),
Vice President, Academic Affairs; and Professor of Accounting, Emeritus
B.S., Kansas University; M.B.A., University of Michigan; D.B.A., Indiana University

COLEY, SORAYA M. (1981),
Dean, School of Human Development and Community Service; and Professor of Human Services, Emeritus
A.B., Lincoln University; M.S.S., Ph.D., Bryn Mawr College

COLGAN, FRED R. (1965),
Professor of Management, Emeritus
B.S., M.S., Ph.D., University of Southern California

COOPER, JOHN D. (1970),
Professor of Geological Sciences, Emeritus
B.S., University of Michigan; M.A., Ph.D., The University of Texas, Austin

COPPEL, LYNN M. (1968),
Librarian, Emeritus
B.S., University of Arizona; M.A., University of Denver; M.S., California State University, Fullerton

COREY, GERALD F. (1972),
Professor of Human Services, Counseling, Emeritus
B.A., M.A., Loyola University of Los Angeles; Ed.D., University of Southern California

CORMAN, EUGENE J. (1966),
Professor of Accounting, Emeritus
B.Sc., M.B.A., University of Santa Clara; C.P.A., D.B.A., University of Southern California

COX, MIRIAM S. (1967),
Professor of English, Emeritus
B.S., Utah State University; M.S., University of Idaho

COZBY, P. CHRISTOPHER (1972),
Professor of Psychology, Emeritus
B.A., University of California, Riverside; Ph.D., University of Minnesota

CRABBS, JACK A., Jr. (1973),
Professor of History, Emeritus,
B.A., State University of Iowa; M.S.F.S., Georgetown University; Ph.D., University of Chicago

CRARY, DANIEL R. (1974),
Associate Professor of Speech Communication, Emeritus
B.A., M.A., Ph.D., University of Kansas; B.D., Golden Gate Theological Seminary

CRIMMINS, MARY E. (1981),
Librarian, Emeritus
Ed.B., Rhode Island College; M.L.S., University of Rhode Island; M.S.Ed., Northern Illinois University

CROWLEY, RONALD J. (1965),
Professor of Physics, Emeritus
B.S., M.A., Ph.D., University of Southern California

CUMMINGS, FRANK E. (1982),
Professor of Art, Emeritus
B.A., California State University, Long Beach; M.A., California State University, Fullerton

CUMMINGS, SHERWOOD P. (1963),
Professor of English, Emeritus
B.S., University of Illinois; M.A., Ph.D., University of Wisconsin

CURRAN, DARRYL J. (1967),
Professor of Art, Emeritus
B.A., M.A., University of California Los Angeles

CUSICK, JAMES W. (1961),
Professor of Secondary Education, Emeritus
B.S., Montana State College; M.A., Washington State University; Ph.D., University of Minnesota

DAVENPORT, CALVIN A. (1969),
Professor of Microbiology, Emeritus
B.S., Virginia State College; M.S., Ph.D., Michigan State University

de GRAAF, LAWRENCE B. (1959),
Professor of History, Emeritus
B.A., Occidental College; M.A., Ph.D., University of California, Los Angeles

de RIOS, MARLENE D. (1969),
Professor of Anthropology, Emeritus
B.A., Queens College; M.A., New York University; Ph.D., University of California, Riverside

DEAR, ROGER G. (1975),
Professor of Information Systems and Decision Sciences, Emeritus
S.B., S.M., E.E., Ph.D., Massachusetts Institute of Technology

DIAZ, MODESTO M. (1970),
Professor of Foreign Languages and Literatures - Spanish, Emeritus
B.A. Colby College; M.A., Ph.D., University of Illinois

DIETZER, M'LOU (1972),
Professor of Music, Emeritus
B.A., M.A., California State University, Los Angeles; D.M.A., University of Southern California

DIPPEL, GENE H. (1970),
Chief Information/Technology Officer (Acting), Emeritus
B.B.A., University of Texas, M.S., Texas A&M University

DITTMAN-DJAKOVIC, ROGER R. (1964),
Professor of Physics, Emeritus
B.A., University of California, Santa Barbara; M.S., University of Delaware; Ph.D., University of Southern California

DONDIS, ERNEST H. (1966),
Professor of Psychology, Emeritus
B.A., M.A., California State University, Long Beach;
Ph.D., University of California, Berkeley

DONOVAN, JOANIE
Manager, Budget, Personnel & Projects, Emeritus
Physical Plant

DYAS, RONALD D. (1975)
Professor of Communications, Emeritus
B.S., Northern Illinois University; M.S., Indiana University;
Ph.D., Ohio University

EARICK, ARTHUR D. (1960),
Professor of Geography, Emeritus
B.A., Indiana University; M.A., Ph.D., University of Michigan

EBERSOLE, PETER D. (1967),
Professor of Psychology, Emeritus
A.B., Swarthmore College; Ph.D., University of California,
Los Angeles

EDMONDSON, BEN C. (1970),
Professor of Management Science, Emeritus
B.S., Purdue University; M.B.A., Ph.D., Case Western
Reserve University

EL-SADEN, MUNIR R. (1966),
Professor of Mechanical Engineering, Emeritus
B.Sc., University of Denver; M.S., Ph.D., University of Michigan

ELLIOT, MARGARET E. (1976),
Associate Professor of Kinesiology and Health Promotion,
Emeritus
B.S., University of California, Santa Barbara; M.S., State
University of New York; Ph.D., Claremont Graduate School

EMRY, ROBERT A. (1973),
Professor of Speech Communication; and Chair, Department
of Speech Communication, Emeritus
B.S., M.A., University of South Dakota; Ph.D., The University
of Kansas

ETUE, GEORGE E. (1963),
Associate Professor of History, Emeritus
B.A., Union College; M.A., Ph.D., University of California,
Berkeley

EWING, ROBERT N. (1969),
Professor of Art, Emeritus
B.A., University of California, Los Angeles; M.A., Columbia
University; Ph.D., University of California, Los Angeles

FABRIS, HUGO J.
Technician III, Emeritus
Support Services

FARRIS, JAMES R. (1978),
Professor of Criminal Justice, Emeritus
B.S., M.S., California State University, Long Beach;
Ph.D., Claremont Graduate School

FECAROTTA, ROBERT G. (1970),
Associate Director of Analytical Studies, Emeritus
B.S., California State University, Long Beach; M.P.A.,
California State University, Fullerton

FEINGOLD, HELAINE J. (1969),
Professor of Sociology, Emeritus
B.S., University of Wisconsin; M.S., M.A., Ph.D., University
of California, Los Angeles

FELDMAN, ROBERT S. (1964),
Professor of History, Emeritus
B.S., Illinois State University; M.A., Ph.D., Indiana University

FERARU, ANNE T. (1966),
Professor of Political Science, Emeritus
B.A., Wilson College; M.A., Columbia University;
Docteur de L'universite, University of Lyons

FINN, DONALD (1981),
Professor of Theatre, Emeritus
B.A., M.A., University of Minnesota

FISHEL, ELEANOR P.
Registered Nurse, Emeritus
Student Health & Counseling Center

FLECKLES, GLADYS (1981),
Director, Graduate Studies, Emeritus
B.A., John Brown University; M.A., Wheaton College

FLEMING, MARY M. (1974),
Professor of Accounting, Emeritus
B.S., M.B.A., University of California, Los Angeles;
D.B.A., University of Southern California

FLOCKEN, JOYCE M. (1969),
Professor of Speech Communication, Emeritus
B.A., M.A., California State University, Long Beach;
Ph.D., University of Southern California

FORMUZIS, PETER (1976),
Professor of Economics, Emeritus
B.A., Washington State University; Ph.D., Michigan
State University

FRANKEL, DEXTRA L. (1969),
Professor of Art, Emeritus
Special Art, California State University, Long Beach
and Los Angeles Valley College

FRAZEE, CHARLES A. (1970),
Professor of History, Emeritus
A.B., St. Meinrad College; M.A., Catholic University; Ph.D., Indiana University

FREDMAN, ALBERT J. (1975),
Professor of Art, Emeritus
B.S., San Diego State University; M.B.A., Ph.D., University of California, Los Angeles

FRIEL, JAMES (1973),
Professor of Mathematics; and Chair, Department of Mathematics, Emeritus
A.B., University of Michigan; M.A., Wayne State University; Ph.D., University of New Mexico

FRIEND, GEORGE L. (1964),
Professor of English and Comparative Literature, Emeritus
B.A., Miami University; M.A., Ph.D., University of Illinois

FUENTES, DAGOBERTO (1969),
Professor of Chicana and Chicano Studies, Emeritus
B.A., M.A., California State University, Los Angeles; Ph.D., University of Southern California

GAFFEY, W. TRACY (1973),
Professor of Educational Administration, Emeritus
B.A., University of Nevada; M.S., M.Ed., Ed.D., University of Southern California

GARBER, STEPHEN M. (1969),
Associate Professor of English and Comparative Literature, Emeritus
A.B., A.M., Boston University; Ph.D., University of Illinois

GEORGE, JULIA B. (1987),
Professor of Nursing, Emeritus
B.S., University of Cincinnati; M.S., Ph.D., The Ohio State University

GILBERT, LEON J. (1970),
Professor of Foreign Languages and Literatures, Emeritus
B.A., M.A., Ph.D., University of Colorado

GILFORD, ROSALIE (1977),
Professor of Sociology, Emeritus
B.A., University of California, Los Angeles; Ph.D., University of Southern California

GILLIS, JOHN W. (1978)
Director of Testing, Emeritus
A.B., M.A., University of Illinois; Ph.D., Purdue University

GOOD-FARACA, KAYE M. (1963),
Professor of Communicative Disorders, Emeritus
B.A., Washington State College; M.A., California State University, Long Beach

GOODHUE-McWILLIAMS, KENNETH L. (1968),
Professor of Zoology, Emeritus
B.S., Colorado State University; M.S., New Mexico State University; Ph.D., University of Indiana

GRAVES, LEVERN F. (1960),
Professor of Economics, Emeritus
B.A., Ph.D., University of California, Berkeley

GRAY, J. JUSTIN (1961),
Professor of Music, Emeritus
B.Mus., University of Michigan; M.Mus., Eastman School of Music, University of Rochester; D.Mus., University of Southern California

GRAY, MAURICE L. (1975),
Professor of Art, Emeritus
B.F.A., Wichita State University; M.A., University of Dallas; M.F.A., University of Colorado

GRODY, HARVEY P. (1969),
Professor of Political Science; and Prelaw Adviser, Emeritus
A.B., M.A., University of California, Berkeley; Ph.D., University of California, Los Angeles

HAAKER, ANN M. (1965),
Professor of English, Emeritus
B.A., The University of Texas; M.A., Claremont Graduate School; Ph.D., Shakespeare Institute, University of Birmingham, England

HANAUER, ERIC S. (1966),
Associate Professor of Kinesiology and Health Promotion, Emeritus
B.S., George Williams College; M.S., University of California, Los Angeles

HANCOCK, DEBORAH O. (1969),
Professor of Secondary Education, Emeritus
B.A., California State University, Long Beach; M.S., Ph.D., University of Southern California

HANES, TED L. (1969),
Professor of Botany, Emeritus
B.A., M.S., Ph.D., University of California, Los Angeles

HANSEN, ART (1966),
Professor of History, Emeritus
B.A., M.A., Ph.D., University of California, Santa Barbara

HANSLER, YOLANDA (1960),
Administrative Operations Analyst, Emeritus
Department of History

HARDMAN, O. CLYDE (1974),
Professor of Accounting, Emeritus
B.S., M.A., University of Utah; Ph.D., University of Illinois

HARDY, B. CARMON (1966),
Professor of History, Emeritus
B.A., Washington State University; M.A., Brigham Young University; Ph.D., Wayne State University

HARMON, SUZANE D. (1973),
Professor of Music, Emeritus
B.M.Ed., M.M., North Texas University

HARRISON, CAROLE CHADWICK (1967),
Professor of Music, Emeritus
B.A., University of Delaware; M.A., Columbia Teacher's College; D.M.A., University of Southern California

HARTMAN, MARY L. (1974),
Lecturer in Communications, Emeritus
B.A., California State University, Fullerton; M.A., Chapman College

HAYDEN, MARY H. (1965),
Professor of English and Comparative Literature, Emeritus
B.A., California State University, Fullerton; M.A., University of California, Riverside; Ph.D., University of California, Irvine

HAYNER, HELEN L. (1965),
Librarian, Emeritus
B.A., State University of New York, Albany; B.S. in L.S., Syracuse University

HEIDE, DOROTHY B. (1980),
Professor of Management; and Associate Dean, School of Business Administration and Economics, Emeritus
B.S., University of California, Los Angeles; M.B.A., California State University, Fullerton; Ph.D., Claremont Graduate School

HEIN, RAYMOND (1961),
Professor of Art, Emeritus
B.A., M.A., California State University, Long Beach

HEITZMAN, WILLIAM R. (1970),
Professor of Management Science/Information Systems, Emeritus
B.S.M.E., Ohio Northern University; M.B.A., California State University, Fullerton; Ph.D., University of Southern California

HELIN, RONALD A. (1963),
Professor of Geography, Emeritus
B.A., University of California, Los Angeles; M.A., Miami University, Ph.D., University of California, Los Angeles

HERMAN, LINDA E. (1965),
Librarian; and Chair, Public Services, Library, Emeritus
B.A., California State University, Los Angeles; M.L.S., University of California, Los Angeles

HERNANDEZ, KAY ADAMS (1969),
Administrative Assistant, Office of Faculty Affairs and Records, Emeritus
Diploma, Drake School of Business; Certificate, School of Court Reporting

HESS, DEAN W. (1970),
Professor of Theatre; and Associate Dean, School of the Arts, Emeritus
B.S., University of Wisconsin; M.A., California State University, Los Angeles; Ph.D., University of Southern California

HETTICH, WALTER P. (1983),
Professor of Economics, Emeritus
B.A., University of California, Berkeley; M.A., Ph.D., Yale University

HIEGEL, GENE A. (1966),
Professor of Chemistry and Biochemistry, Emeritus
B.S., University of Wisconsin, Milwaukee; Ph.D., University of Wisconsin, Madison

HIGHTOWER, JAMES K. (1969),
Associate Professor of Information Systems and Decision Sciences, Emeritus
A.B., Kalamazoo College; M.A., Ph.D., Claremont Graduate School

HILL, SHIRLEY L. (1971),
Professor of Education and Child Development, Emeritus
A.B., A.M., Stanford University; Ed.D., University of Arizona

HODGES, ROBERT R. (1965),
Professor of English and Comparative Literature, Emeritus
B.A., Valparaiso University; M.A., University of Missouri; Ph.D., Stanford University

HOLLANDER, MARIANNE S.
Physician, Emeritus
Student Health & Counseling Center

HOLMES, EMMA, E. (1961),
Professor of Education and Child Development, Emeritus
B.A., Mount Holyoke College; M.A., University of Illinois; Ph.D., State University of Iowa

HOLSTE, THOMAS J. (1971),
Professor of Art, Emeritus
B.A., M.A., California State University, Fullerton; M.F.A., Claremont Graduate School

HOUGH, GRANVILLE W. (1968),
Professor of Management, Emeritus
B.S., United States Military Academy; M.S., University of Southern California; M.S., George Washington University; Ph.D., The American University

HROMADKA, THEODORE V. (1986),
Professor of Mathematics, Emeritus
B.A., M.A., California State University, Fullerton; M.S., Civil Engineering, Ph.D., Mathematics, Ph.D., Civil Engineering, University of California, Irvine

HUEBNER, WAYNE V. (1968),
Professor of English, Emeritus
B.A., M.A., Ph.D., University of Minnesota

HUNT, EUGENE B. (1966),
Professor of Electrical Engineering, Emeritus
B.S., South Dakota State College; M.S., Kansas State College; Ph.D., Purdue University

HUTCHINSON, ELAINE (1966),
Administrative Assistant, School of Humanities and Social Sciences, Emeritus

HYINK, BERNARD L. (1960),
Professor of Political Science; and Director, Center for Internships and Cooperative Education, Emeritus
B.A., University of Redlands; M.A., University of California, Berkeley; Ph.D., University of Southern California; L.H.D., University of Redlands

HYNES, TERRY M. (1975),
Professor of Communications; and Chair, Department of Communications, Emeritus
B.A., Regis College; M.A., Ph.D., University of Wisconsin

IHARA, CRAIG K. (1972),
Professor of Philosophy; and Coordinator, Asian American Studies Program, Emeritus
A.B., Stanford University; M.A., Ph.D., University of California, Los Angeles

INABINETTE, NORMA BARTIN (1973),
Professor of Special Education and Reading, Emeritus
B.A., M.A., State University of New York College at Fredonia; Ed.D., State University of New York at Buffalo

JACKSON, CARL E. (1974),
Professor of Afro-Ethnic Studies, Emeritus
B.A., California State Polytechnic University, Pomona; M.P.A., University of Southern California; Ph.D., U.S. International University

JAMES, GEORGE R. (1968),
Professor of Art, Emeritus
B.A., M.A., California State University, Long Beach

JASKOWSKI, HELEN M. (1970),
Professor of English, Comparative Literature and Linguistics, Emeritus
B.A., Mount St. Mary's College; M.A., Ph.D., Stanford University

JASSO, ARTURO F. (1973),
Professor of Foreign Languages and Literatures, Emeritus
B.A., University of New Mexico; M.A., University of Kansas, Ph.D., University of Missouri

JEFFREY, HARRY P. (1969)
Associate Professor of History, Emeritus
A.B., Dartmouth College; M.A., The Ohio State University; Ph.D., Columbia University

JOESINK-MANDEVILLE, LEROY V. (1966),
Professor of Anthropology, Emeritus
B.A., California State University Sacramento; M.A., Mexico City College; Ph.D., Tulane University

JOHNSON, ELMER L. (1964),
Professor of Physical Education, Emeritus
B.A., Moorhead State College; M.Ed., University of Minnesota; Ed.D., University of Southern California

JOHNSON, FRED M. (1971),
Professor of Physics, Emeritus
B.S., City College of New York; M.A., Ph.D., Columbia University

JOHNSON, RAYNOLDS (1961),
Associate Professor of Communications, Emeritus
B.A., California State University, Los Angeles; M.A., Stanford University

JONES, MARTHA J. (1975),
Nurse Practitioner, Emeritus
A.A., El Camino College; B.S., California State University, Fullerton

JOSEPHSON, NORS S. (1975),
Professor of Music, Emeritus
B.A., University of California, Riverside; M.A., Ph.D., University of California, Berkeley

KAHRS, KARL H. (1969),
Professor of Political Science, Emeritus
Diplom-Kaufmann, University of Hamburg; M.A., Ph.D., University of California, Santa Barbara

KANDEL, JUDITH S. (1972),
Professor of Biological Science, Emeritus
B.A., Brooklyn College; Ph.D., University of California, Los Angeles

KANNE, GRETCHEN (1975),
Professor of Theatre, Emeritus
A.B., M.A., University of Southern California

KAPLAN, DONALD E. (1964),
Professor of Speech Communication, Emeritus
B.A., University of California, Los Angeles; M.A., California State University, Long Beach

KARSON, BURTON L. (1965),
Professor of Music, Emeritus
B.A., M.A., D.M.A., University of Southern California

KATZ, DARRYL (1981),
Professor of Mathematics, Emeritus
B.A., M.A., M.A., Experimental Psychology, University of Michigan; Ph.D., University of Southern California

KATZ, FRED (1968),
Professor of Anthropology, Emeritus
Diploma, National Orchestral Society, Carnegie Hall

KAWAKAMI, DANIEL T. (1967),
Counselor, Career Development and Counseling Center, Emeritus
A.B., Washington University; M.A., University of Hawaii; Ph.D., Columbia University Teachers College

KEATING, JERRY J. (1967),
Director of Public Affairs, Emeritus
B.A., California State University, Sacramento

KEELE, LUCY A. (1967),
Professor of Speech Communication, Emeritus
B.A., M.A., Ph.D., University of Oregon

KEIRSEY, DAVID W. (1971),
Professor of Counseling, Emeritus
B.A., Pomona College; M.A., Ph.D., Claremont Graduate School

KENNY, DOROTHEA de FRANCE (1967),
Professor of English, Emeritus
B.A., M.A., California State University, Los Angeles; Ph.D., University of California, Los Angeles

KERICU, G. RAY (1963),
Professor of Art, Emeritus
B.A., Michigan State University; M.F.A., Cranbrook Academy of Art

KETTERINGHAM, WILLIAM J. (1966),
Associate Professor of Geography, Emeritus
B.A., Ph.D., University of California, Los Angeles; M.A., Stanford University

KILKER, DOROTHY K. (1965),
Professor of English and Comparative Literature, Emeritus
B.A., M.A., California State University, Fullerton; Ph.D., University of Southern California

KIM, KUMSUN (1968),
Senior Assistant Librarian; and Coordinator, Series Cataloging Section, Emeritus
B.A., Ewha Woman's University; M.L.S., University of Oregon

KING, GEOFFREY R. (1973),
Professor of Management, Emeritus
B.S., M.S., California State University, Los Angeles; M.A., Ph.D., University of Southern California

KLASSEN, VYRON M. (1965),
Professor of Mathematics, Emeritus
B.A., Butler University; M.S., Ph.D., Virginia Polytechnic Institute

KLEIN, SIDNEY (1968),
Professor of Economics, Emeritus
B.S., University of California, Los Angeles; A.B., University of Southern California; Ph.D., Columbia University

KNOX, NAOMI DIETZ (1960),
Professor of Art, Emeritus
B.S., Whitworth College; M.A., Teachers College, Columbia University

KOEHLER, MARY A. (1970),
Executive Assistant to the President; and Assistant Professor of Communications, Emeritus
B.A., M.A., California State University, Fullerton

KOON, WILLIAM H. (1970),
Professor of English and Comparative Literature, Emeritus
A.B., Belmont Abbey College; M.A., Appalachian State College; Ph.D., University of Georgia

KRATZERT, MONA (1969),
Librarian, Emeritus
B.A., M.S.L.S., University of Southern California

KRAVITZ, BERNARD (1961),
Professor of Elementary and Bilingual Education, Emeritus
B.A., University of Southern California; M.A., Ed.D., University of California, Berkeley

KRETER, LEO E. (1968),
Professor of Music, Emeritus
B.A., Carleton College; M.A., D.M.A., Cornell University

KRETER, MARIANNE (1968),
Training and Development Officer, Emeritus
B.A., University of Redlands

KRISHNAMURTHY, SUNDARAM (1968),
Professor of Mechanical Engineering, Emeritus
B.Sc., University of Ceylon; M.S., Ph.D., Rensselaer Polytechnic Institute

KUNI, MASAMI EHARA (1964),
Professor of Theatre, Emeritus
B. Humanities, Bangakushi, Tokyo Imperial University; Ph.D., Friedrich Wilhelm University

KUPPER, SAMUEL Y. (1973),
Associate Professor of History, Emeritus
B.A., California State University, Los Angeles; M.A., Ph.D., University of Michigan

LAFKY, JOHN D. (1963),
Professor of Economics, Emeritus
B.S., New Mexico State University; M.A., Ph.D., The University of Texas

LAKE, JEANETTE, M. (1964),
Librarian, Emeritus
B.A., Mount Holyoke College; M.S.L.S., University of Southern California

LAMBERT, CHARLES C. (1970),
Professor of Zoology, Emeritus
B.A., M.S., San Diego State University; Ph.D., University of Washington

LANDON, JOSEPH W. (1960),
Professor of Music, Emeritus
B.A., Occidental College; M.A., Claremont Graduate School; Ed.D., University of Southern California

LANIER, MARYANNA C. (1970),
Associate Professor of Economics, Emeritus
B.A., University of Texas; M.A., Ph.D., University of California, Riverside

LEDER, HANS H. (1965),
Professor of Anthropology, Emeritus
B.A., New York University; M.A., Ph.D., Stanford University

LEDER, JUDITH R. (1984),
Lecturer in Business Writing Program, Emeritus
B.A., Loyola Marymount College; M.A., California State University, Fullerton; Ph.D., University of California, Irvine

LEE, LOUISE G. (1964),
Director of International Education and Exchange, Emeritus
B.S., University of Wisconsin; M.S., California State University, Fullerton; Ed.D., University of Southern California

LEE, TSO-HWA (1970),
Professor of Geography, Emeritus
B.A., National Taiwan Normal University; M.A., Ph.D., Southern Illinois University

LEMMON, ROBERT A. (1963),
Professor of Education, Emeritus
B.S., M.A., Ohio State University; Ed.D., University of Northern Colorado

LEMON, GLENN M. (1974),
Director, Design and Construction, Emeritus
Design and Construction

LEONARD, WILLIAM A. (1972),
Professor of Mathematics, Emeritus
B.A., Valparaiso University; M.A., Indiana State University; Ed.D., University of Northern Colorado

LINDLEY, RICHARD H. (1965),
Professor of Psychology, Emeritus
B.A., Ph.D., University of California, Berkeley

LINDQUIST, CAROL U. (1974),
Professor of Psychology, Emeritus
B.A., Miami University; M.A., Ph.D., University of Illinois

LITTLE, ARAMINTA A. (1968),
Professor of Dance, Emeritus
B.S., M.F.A., University of North Carolina; Ph.D., University of Southern California

LORENTZEN, E. KARL (1976),
Executive Director, CSUF Foundation and Titan Shops, Emeritus
B.A., University of Utah

LYNN, ARTHUR W. (1962),
Counselor, Student Health and Counseling Services, Emeritus
B.A., University of Redlands; M.A., Claremont Graduate School; Ed.D., University of Southern California

MAAS, GARY L. (1970),
Associate Professor of Music, Emeritus
B.M., M.M., University of Wisconsin; Ph.D., University of North Carolina

MacKENZIE, CLINTON D. (1970),
Professor of Art, Emeritus
B.S., Macalester College; M.F.A., Cranbrook Academy of Art

MAGDALENA, MARTA (1973),
Confidential Assistant, Emeritus

MAHER, THOMAS E. (1977),
Professor of Management, Emeritus
A.B., J.D., University of Detroit

MALONEY, NEIL J. (1969),
Professor of Geological Sciences, Emeritus
B.A., California State University, Fresno; M.S., Ph.D., Oregon State University

MARLEY, GERALD C. (1967),
Professor of Mathematics, Emeritus
B.S., Eastern New Mexico University; M.S., Texas Technical College; Ph.D., University of Arizona

MARTELLI, MARIO U. (1987),
Professor of Mathematics, Emeritus
Ph.D., University of Florence, Italy

MATHEWS, JOHN H. (1969),
Professor of Mathematics, Emeritus
B.S., Portland State College; M.A., Ph.D., Michigan State University

MATHIEU, G. BORDING (1960),
Professor of French and German, Emeritus
B.S., M.A., Ph.D., Columbia University

MAXWELL, J. WILLIAM (1960),
Professor of Communications, Emeritus
B.A., University of Southern California; M.S., Columbia University;
Ph.D., University of Iowa

MAY-SIEGRIST, RUTH G. (1972),
Associate Professor of Reading, Emeritus
A.B., Vassar College; M.S., California State University, Fullerton;
Ph.D., Claremont Graduate School

McCLANAHAN, LON (1966)
Professor of Biological Science, Emeritus
B.S., University of Redlands; Ph.D., University of California

McCLOUD, LELAND W. (1962),
Professor of Management and Management Science, Emeritus
B.S., M.S., North Texas University; Ph.D., The University of Texas

McCULLOUGH, EDITH L. (1966),
Professor of Secondary Education, Emeritus
B.A., Colorado State College; M.B.E., University of Colorado;
Ph.D., University of Southern California

McFARLAND, RICHARD A. (1969),
Professor of Psychology; and Coordinator, Health Professions, Emeritus
A.B., University of California Berkeley; Ph.D., University of California, Los Angeles

McLAREN, ROBERT B. (1967),
Professor of Child Development, Emeritus
A.B., Park College; B.D., McCormick Theological Seminary;
M.A., University of Houston; Ph.D., University of Southern California

MEND, MICHAEL R. (1965),
Professor of Sociology, Emeritus
B.A., M.A., Ph.D., University of California, Los Angeles

MERRIFIELD-LEFFINGWELL, DORIS F. (1965),
Professor of Foreign Languages and Literatures, Emeritus
M.A., Ph.D., The University of Texas

MILLER, RONALD R. (1967),
Associate Professor of Mathematics, Emeritus
B.S., M.S., Texas Tech University; Ph.D., University of Arizona

MINOR, BENTON L. (1967),
Professor of Music, Emeritus
B.A., University of California, Los Angeles; M.A., Claremont Graduate School

MITCHELL, SALLIE (1975),
Professor of Theatre and Dance, Emeritus
A.B., Midland College; M.Ed., Northern Illinois;
M.A., University of Illinois; Ph.D., University of Illinois

MOFFET, J. BRYAN (1968),
Professor of Teacher Education, Emeritus
A.B., M.A., Miami University; Ed.D., University of California, Los Angeles

MONTANA, ANDREW F. (1963),
Professor of Chemistry, Emeritus
B.S., Seattle Pacific College; Ph.D., University of Washington

MONTAÑO-HARMON, MARIA R. (1985),
Associate Professor of Secondary Education, Emeritus
B.A., Arizona State University; M.A., Stanford University;
M.S., California State University, Fullerton; Ph.D.,
University of Southern California

MOREMEN, IRIS O. (1968),
Physician, Student Health and Counseling Services, Emeritus
B.S., M.D., University of London; M.D.

MORROW, CAROL A.
Supervisor of Laboratory, Emeritus
Student Health and Counseling Center

MOSMANN, CHARLES J. (1977),
Professor of Computer Science, Emeritus
B.A., Princeton University; M.A., Ph.D., Columbia University

MOUSOURIS, NICK (1984),
Professor of Computer Science; and Chair,
Department of Computer Science, Emeritus
B.S., California Institute of Technology; M.A., Ph.D.,
University of Colorado

MUFFATI, S. TODD (1970),
Professor of Theatre, Emeritus
B.F.A., Carnegie-Mellon Institute; M.A., University of Washington

MUELLER, FREDERICK W. (1974),
Lecturer in Management Science, Emeritus
B.S., Pennsylvania State College; M.S., Case Western Reserve University

MURPHY, EUGENE V. (1980),
Head Coach, Football, Emeritus
B.S., M.S.Ed., M.Ed., University of North Dakota

MYERS, ARLENE
Director of Nursing, Emeritus
Student Health and Counseling Center

NAGEL, GLENN M. (1972),
Professor of Chemistry and Biochemistry, Emeritus
B.A., Knox College; Ph.D., University of Illinois, College of Medicine

NAGER, NORMAN R. (1976),
Professor of Communications, Emeritus
B.A., M.A., Ph.D., University of Southern California

NEILSON, KEITH L. (1969),
Professor of English and Comparative Literature, Emeritus
A.B., Princeton University; M.A., Ph.D., University of Chicago

NELSON, MAX (1965),
Professor of Speech Communication, Emeritus
B.A., University of Akron; M.A., Ph.D., University of Michigan

NYCUM, RUTH A. (1967),
Librarian, Emeritus
B.A., Kalamazoo College; M.S.L.S., University of Southern California; M.A., California State University, Fullerton

OBLER, PAUL C. (1962),
Professor of English and Comparative Literature, Emeritus
B.A., American University

O'CONNOR, DENNIS J. (1971),
Professor of Finance; and Chair, Department of Finance, Emeritus
B.A., Fairleigh Dickinson University; M.A., Ph.D., New School for Social Research

OH, TAI K. (1973),
Professor of Management, Emeritus
B.A., Seijo University; M.A., Northern Illinois University; M.A.L.S., Ph.D., University of Wisconsin

OLMSTEAD, JOHN A. III (1977),
Professor of Chemistry and Biochemistry; and Chair, Department of Chemistry and Biochemistry, Emeritus
B.S., Carnegie Institute of Technology; Ph.D., University of California, Berkeley

OMALEV, ALEXANDER (1960),
Professor of Physical Education, Emeritus
B.A., M.S., University of Southern California

ONO, JOYCE (1986)
Professor of Biological Sciences, Emeritus
B.A., University of Hawaii; M.S., Ph.D., University of Illinois

ONORATO, MICHAEL P. (1965),
Professor of History, Emeritus
B.A., St. Peter's College; M.A., Ph.D., Georgetown University

ORLEANS, MYRON (1976),
Professor of Sociology and Human Services, Emeritus
B.A., City College of City University of New York; M.A., Ph.D., The New School for Social Research, New York

ORTEGA, ADOLFO A. (1975),
Professor of Chicano Studies, Emeritus
B.A., Loyola University, Los Angeles; M.A., Catholic University of America; Ph.D., University of Southern California

ORTIZ, STEPHANIE M. (1972),
Associate Director, Educational Opportunity Program and Student Academic Services Coordinator
B.A., Immaculate Heart College; M.A., University of Southern California

OVERBECK, WAYNE E. (1968),
Professor of Communications, Emeritus
B.A., Whittier College; M.S., Ph.D., University of California, Los Angeles; J.D., Loyola Law School

PAINE, JOHN G. (1977)
Professor of Music; and Chair, Department of Music, Emeritus
B.A., California State University, Fullerton; B.A., Occidental College; M.M., D.M.A., University of Colorado

PALISI, BARTOLOMEO J. (1963),
Professor of Sociology, Emeritus
B.A., M.A., Brooklyn College; Ph.D., University of Nebraska

PASTOR, PAUL J. (1960),
Professor of Physical Education, Emeritus
B.S., M.Ed., Springfield College; Ed.D., University of Oregon

PAUL M. JANE (1968),
Professor of Music, Emeritus
B.Mus., M.Mus., University of Illinois

PEASE, DONALD E. (1969),
Professor of Elementary and Bilingual Education, Emeritus
B.S., Central Michigan University; M.A., Ed.D., Colorado State College

PEÑA, ERVIE (1963),
Professor of Foreign Languages and Literatures - Spanish, Emeritus
B.A., Mexico City College; M.A., Ph.D., University of Southern California

PERAKH, MARK (1986),
Lecturer in Physics, Emeritus
Doctor of Sciences, Kazan University, USSR

PERKINS, DAVID (1969),
Professor of Psychology; and Chair, Department of Psychology, Emeritus
B.A., M.A., Ph.D., University of New Mexico

PICKERSGILL, GARY M. (1970),
Associate Professor of Economics, Emeritus
B.A., University of Oklahoma; M.A., Ph.D., University of Washington

PICKERSGILL, JOYCE S. (1966),
Professor of Economics, Emeritus
B.A., Smith College; M.A., Ph.D., University of Washington

PIVAR, DAVID J. (1965),
Professor of American Studies, History, Emeritus
B.S., Millersville State College; M.A., Temple University; Ph.D., University of Pennsylvania

PLATT, JOSEPH (1972),
Associate Professor of Chicano Studies, Emeritus
B.A., California State University, Los Angeles; M.A., Ph.D., University of Southern California

POLLAK, P. JUNE (1961),
Professor of English and Comparative Literature, Emeritus
B.A., M.A., Ph.D., University of Southern California

PONTNEY, JACK A. (1961),
Professor of Economics, Emeritus
B.A., University of Redlands; M.A., Ph.D., Northwestern University

PORTER, ALBERT W. (1971),
Professor of Art, Emeritus
B.A., University of California, Los Angeles; M.A., California State University, Los Angeles

POWELL, DONNA L. (1969),
Supervising Lead Buyer and Office Supervisor, Emeritus

POWLISON, FRASER (1967),
Associate Professor of Teacher Education, Emeritus
B.A., Pomona College; Ph.D., Claremont Graduate School

PRADO, MARCIAL (1974),
Professor of Foreign Languages and Literatures, Emeritus
B.A., Universidad de Villanueva; M.S., Ph.D., Georgetown University

PRENZLOW, CARL F. (1965),
Professor of Chemistry and Biochemistry, Emeritus
B.A., University of Colorado; Ph.D., University of Washington

PUTNAM, JACKSON K. (1965),
Professor of History, Emeritus
B.S., M.A., University of North Dakota; Ph.D., Stanford University

RAMSAMOOJ, DINDIAL V. (1972),
Professor of Civil Engineering, Emeritus
B.Sc., University of London; M.Sc., Ph.D., Ohio State University

RAMSAY, ORRINGTON C. (1960),
Professor of English, Emeritus
B.S., Northwestern University; M.A., Ph.D., University of Wisconsin

RAYFIELD, ROBERT E. (1983),
Professor of Communications, Emeritus
B.A., M.A., University of Florida at Gainsville; Ph.D., University of Texas

RECKINGER, NANCY R. (1972),
Professor of Secondary Education, Child Development, Emeritus
B.A., Ed.D., Wayne State University; M.A., Michigan State University

REITH, GERTRUDE M. (1961),
Professor of Geography, Emeritus
B.A., M.A., University of Washington; Ph.D., Clark University

RIETVELD, RONALD D. (1969),
Professor of History, Emeritus
A.B., Wheaton College; B.D., Bethel Theological Seminary; A.M., Ph.D., University of Illinois

RILEY, GLYNDON D. (1966),
Professor of Communicative Disorders, Emeritus
B.A., M.A., Pepperdine College; Ph.D., Florida State University

RING, MERRIL L. (1973),
Professor of Philosophy, Emeritus
B.A., University of California, Santa Barbara; M.A., Ph.D., University of Washington

ROBERTS, FRANK L. (1961),
Professor of Marketing and Management, Emeritus
B.S., University of Arkansas; M.B.A., The University of Texas; Ph.D., University of Illinois

ROBERTSON, ELIZABETH B. (1975),
Director of Community and In-House Programs, Extended Education, Emeritus
B.A., Mills College; M.A., California State University, Fullerton

ROBINSON, LEO A. (1972),
Professor of Art, Emeritus
B.A., Howard University; M.F.A., Cranbrook Academy of Art

ROBINSON, VERA M. (1976),
Professor of Nursing, Emeritus
B.A., University of New Mexico; M.L., University of Pittsburgh; Ed.D., University of Northern Colorado

ROCK, GLORIA D. (1969),
Associate Professor of Philosophy, Emeritus
B.A., University of Colorado; M.A., Ph.D., University of California, Los Angeles

ROMAN, STEVEN M. (1980),
Professor of Mathematics, Emeritus
B.A., University of California, Los Angeles; Ph.D., University of Washington

ROMOTSKY, SALLY R. (1967),
Professor of English and Comparative Literature, Emeritus
B.A., M.A., Texas Western College; Ph.D., University of Georgia

ROSE, GENE F. (1986),
Lecturer in Computer Science, Emeritus
B.S., M.S., Case Western; Ph.D., University of Wisconsin

ROSEN, GERALD P. (1969),
Professor of Sociology, Emeritus
B.A., M.A., Ph.D., University of California, Los Angeles

ROSEN, MARVIN J. (1970),
Professor of Communications, Emeritus
B.S., University of Minnesota; M.A., Ed.D., University of California, Los Angeles

ROSENBERG, MARVIN J. (1968),
Professor of Biology; and Associate Dean, School of Natural Science and Mathematics, Emeritus
B.S., City College of New York; M.S., Cornell University; Ph.D., Columbia University

ROSS, I. DIANE (1973),
Professor of Kinesiology and Health Promotion, Emeritus
B.A., Wayne State University; M.S., Ph.D., University of Michigan

ROTHMAN, JERRY (1970),
Professor of Art, Emeritus
B.F.A., Los Angeles Art Center School; M.F.A., Otis Art Institute

ROTHSTEIN, STANLEY W. (1971),
Professor of Educational Administration, Emeritus
B.A., New York University; M.S., Queens College, City University of New York; Ph.D., Claremont Graduate School

RUSSELL, J. MICHAEL (1969),
Professor of Philosophy, Human Services; and Chair, Department of Philosophy, Emeritus
B.A., M.A., Ph.D., University of California, Santa Barbara

RUSSELL, JACK (1966),
Counselor, Student Health and Counseling Services, Emeritus
B.A., Pepperdine College; M.S., Ed.D., University of Southern California

RUTEMILLER, BESSIE M. (1966),
Associate Librarian, Emeritus

RUTEMILLER, HERBERT C. (1966),
Professor of Management Science, Emeritus
B.S., Case Institute of Technology; M.S., Ph.D., Case Western Reserve University

SADOVSZKY, OTTO J. (1970),
Professor of Anthropology, Emeritus
Ph.L., Collegium Aloysianum; Ph.D., University of California, Los Angeles

SAFFORD, BETTY C. (1979),
Associate Professor of Philosophy, Emeritus
B.A., Pitzer College; Ph.D., Claremont Graduate School

SAINT-LAURENT, GEORGE E. (1976),
Professor of Religious Studies, Emeritus
A.B., M.A., St. Paul's College; S.T.L., S.T.D., Catholic University of America

SANDBERG, ROLLIN T. (1964),
Professor of Mathematics, Emeritus
B.A., Alfred University; M.A., University of Buffalo; Ph.D., University of Arizona

SCHEEL, VIRGINIA L. (1967),
Professor of Kinesiology and Health Promotion, Emeritus
B.A., LaVerne College; M.A., California State University, Los Angeles; Ph.D., University of Southern California

SCHEINBERG, SEYMOUR (1969),
Professor of History; and Chair, Department of History, Emeritus
B.A., California State University, Los Angeles; M.A., Ph.D., Claremont Graduate School

SCHICK, GUY A. (1964),
Assistant Professor of Economics, Emeritus
B.S., M.S., Ph.D., University of Chicago

SCHMIDT, LEO J. (1967),
Professor of Special Education; and Chair, Department of Special Education, Emeritus
B.S., University of Nebraska; M.A., Northwestern University; Ed.D., University of Southern California

SCHMIDT, LOUIS G. (1961),
Professor of Psychology, Emeritus
B.S., Stout State University; M.S., Ph.D., University of Wisconsin

SCHULZ, MURIEL R. (1973),
Professor of English and Comparative Literature, Emeritus
B.A., M.A., Tulane University; M.A., Ph.D., University of Southern California

SCHWARZ, JOHN M. (1969),
Professor of English and Comparative Literature, Emeritus
B.S., M.A., University of Montana; Ph.D., University of California, Los Angeles

SEAPY, ROGER R. (1974),
Professor of Biological Science, Emeritus
B.A., Pomona College; M.S., Ph.D., University of Southern California

SEARS, JOANNE L. (1966),
Professor of English and Comparative Literature, Emeritus
B.A., Pomona College; M.A., California State University, Fullerton; Ph.D., University of California, Irvine

SEE, RICHARD E. (1966),
Associate Professor of Anthropology, Emeritus
B.A., M.A., Ph.D., University of California, Los Angeles

SELLER, HOWARD J. (1965),
Professor of English and Comparative Literature, Emeritus
B.A., University of California, Los Angeles; M.A., Ph.D., University of Southern California

SETH, SHIRISH B. (1976),
Professor of Accounting, Emeritus
B.C., M.C., University of Bombay; M.B.A., Texas Christian University; Ph.D., Michigan State University

SHAPIRO, MARK H. (1970),
Professor of Physics; and Chair, Department of Physics, Emeritus
A.B., University of California, Berkeley; M.S., Ph.D., University of Pennsylvania

SHAPLEY, CHARLES S. (1962),
Professor of Foreign Languages and Literatures - French Literature, Emeritus
B.A., M.A., Ph.D., University of California, Berkeley

SHARMA, RADHA M. (1966),
Associate Professor of Finance, Emeritus
B.S., M.B.A., Florida State University; Ph.D., University of California, Los Angeles

SHARP, JAMES B. (l969),
Associate Vice President, Facility Planning and Construction, Emeritus
B.A., California State University, Los Angeles

SHEN, LOUIS N. (1973),
Professor of Physics; and Chair, Department of Physics, Emeritus
B.A., International Christian University; M.A., Ph.D., Washington University

SHUMWAY, GARY L. (1967),
Professor of History, Emeritus
B.A., M.A., Brigham Young University; Ph.D., University of Southern California

SIMON, STEPHEN D. (1972),
Lecturer, Philosophy, Emeritus

SIMONE, VERA S. (1972),
Professor of Political Science, Emeritus
B.A., Queens College; M.A., Ph.D., The University of Michigan

SIMPSON, ROBERT L. (1967),
Associate Professor of Education, Emeritus
B.A., University of Washington; M.A., California State University, Los Angeles; Ph.D., University of Southern California

SMITH, JAMES D. (1969),
Professor of Zoology, Emeritus
B.A., Southern Illinois University; M.A., Ph.D., University of Kansas

SMITH, J. REX (1961),
Professor of Sociology, Emeritus
B.A., Phillips University; B.D., Yale University Divinity School; M.A., Ph.D., University of Southern California

SMYTHE, TED C. (1963),
Professor of Communications, Emeritus
B.S., Sterling College; M.S., University of Oregon; Ph.D., University of Minnesota

SOWELL, EDWARD F. (1972),
Professor of Mechanical Engineering, Computer Science, Emeritus
B.S., M.S., Ph.D., University of California, Los Angeles

SPENGER, ROBERT E. (1964),
Professor of Chemistry, Emeritus
B.A., University of California, Berkeley; Ph.D., University of California, Los Angeles

STARK, SHIRL A. (1966),
Professor of Special Education, Emeritus
A.B., California State University, Los Angeles; M.S., Ed.D., University of Southern California

STEARNS, EDWARD R. (1969),
Professor of Psychology, Emeritus
A.B., Harvard University; Ph.D., University of California, Berkeley

STEDMAN, W. PRESTON (1976),
Professor of Music, Emeritus
B.A., M.M., Texas Christian University; Ph.D., Eastman School of Music

STEPHENSON, SHIRLEY E. (1975),
Associate Director/Archivist, Oral History, Emeritus
B.A., M.S., California State University, Fullerton

STEVENS, CHARLES D. (1986),
Director of Physical Plant, Emeritus
B.S., B.A., California State University, Long Beach;
M.B.A., Pepperdine University

STEVENS, SHERRY BENE (1989),
Counselor, Career and Psychological Services, Emeritus
B.S., Northern Arizona University; M.S., M.F.C.C., California State University, Long Beach

STEWART, ROBERT J. (1969),
Professor of Music, Emeritus
B.S.M.E., State University of New York at Fredonia;
M.M., Butler University; Ph.D., University of Iowa

STIEL, BETH T. (1966),
Librarian, Emeritus
B.A., University of California, Los Angeles; M.L.S.,
University of California, Berkeley

STIEL, EDSEL F. (1962),
Professor of Mathematics, Emeritus
B.A., M.A., Ph.D., University of California, Los Angeles

STOKESBARY, JONATHAN F. (1969),
Associate Professor of Art, Emeritus
B.A., Pomona College; M.F.A., Claremont Graduate School

STOLTZ, RICHARD W. (1987),
Professor of Finance, Emeritus
B.A., Lynnfield College; M.A., Syracuse University;
Ph.D., Michigan State University

STONE, BARABARA S. (1969),
Professor of Political Science, Emeritus
A.B., A.M., Ph.D., University of Southern California

STOVALL, EULA M. (1965),
Professor of Health, Physical Education and Recreation, Emeritus
B.A., Colorado State College of Education; M.A., San Francisco State University; Ph.D., University of Southern California

STREITBERGER, H. ERIC (1968),
Professor of Science Education, Teacher Education, Chemistry; and Coordinator, Science Education Program, Emeritus
B.A., University of Northern Iowa; M.S., Ph.D., Oregon State University

SUCHEY, JUDY M. (1969),
Professor of Anthropology, Emeritus
B.A., M.A., University of Kansas; Ph.D., University of California, Riverside

SUDHALTER, TREVA R. (1967),
Counselor, Counseling Center, Emeritus
B.A., M.A., George Washington University

SUEZ, VINCENT H. (1973),
Professor of Art, Emeritus
B.A., California State University, Fullerton
M.F.A., Claremont Graduate School

SUNOO, DON H. (1977),
Professor of Communications, Emeritus
B.A., Seoul National University; M.A., Ph.D., University of Missouri

SUTPHEN, SANDRA (1967),
Professor of Political Science; and Acting Director, Faculty Development Center, Emeritus
A.B., Douglass College; M.A., Ph.D., Rutgers College

SUTTON, DONALD D. (1960),
Professor of Biology, Emeritus
B.A., University of California, Berkeley; M.A., Ph.D., University of California, Davis

SUTTON, IMRE (1964),
Professor of Geography, Emeritus
B.A., M.A., Ph.D., University of California, Los Angeles

SWAD, RANDY G. (1977),
Professor of Accounting, Emeritus
B.B.A., Ohio University; M.B.A., Florida Atlantic University;
Ph.D., Louisiana State University

SWANSON, CURTIS W. (1970),
Professor of Modern Languages and Literatures; and Chair, Department of Modern Languages and Literatures, Emeritus
B.S., Iowa State University; M.A., University of Iowa;
Ph.D., University of California, Berkeley

SWEENEY, JOHN (1970),
Registrar, Emeritus

TACK, REGINA RADAS
Clinical Laboratory Technologist, Emeritus
Student Health and Counseling Center

TALENTO, BARBARA N. (1979),
Associate Professor of Nursing, Emeritus
B.S., California State University, Fullerton; M.S., California State University, Los Angeles; Ph.D., Claremont Graduate School

TAYLOR, FRANK W. (1972),
Professor of Finance, Emeritus
B.S., U.S. Naval Academy; M.S., Massachusetts Institute of Technology; M.B.A., California State University, Long Beach;
D.B.A., University of Southern California

THOMAS, BARRY (1972),
Professor of Science Education, Biological Science, Emeritus
B.A., M.A., California State University, Fullerton; Ph.D., University Of British Columbia

THORSEN, DAVID O. (1960),
Professor of Music, Emeritus
B.Mus., University of Redlands; M.A., Occidental College

THORUM, ARDEN R. (1973),
Professor of Communicative Disorders, Emeritus
B.A., California State University, Los Angeles; M.A., California State University, Fullerton; Ph.D., University of Utah

TONIETTI, MARCO E. (1970),
Professor of Finance, Emeritus
B.Com., University of Baghdad; M.S., University of Illinois; M.B.A., University of California, Los Angeles; Ph.D., St. Louis University

TOY, ERNEST W. (1959),
University Librarian; and Associate Professor of History, Emeritus
B.A., College of St. Thomas; M.S., University of Southern California; M.A., University of California, Los Angeles

TRABER, WILMA J. (1974),
Professor of Nursing, Emeritus
B.S., California State University, Long Beach; M.S., University of California, Los Angeles; Ed.D., University of Southern California

TSAGRIS, B.E. (1968),
Professor of Finance, Emeritus
B.S., University of California; Berkeley; M.S., Ph.D., University of Southern California

TURNER, G. CLEVE (1960),
Professor of Biology and Science Education, Emeritus
B.A., Stanford University; M.S., Utah State University; M.Ed., Eastern Washington College of Education; Ed.D., Arizona State University

TYRA, ANITA I. (1977),
Professor of Accounting, Emeritus
B.A., Eastern Washington State College; M.A., Ph.D., University of Washington; C.P.A.

UMALUF, CHARLES R. (1974),
Assistant Controller, Emeritus
B.S., Northwestern University

UNO, DOROTHY K. (1973),
Registered Nurse, Emeritus
Student Health and Counseling Services

VAN DEVENTER, DAVID E. (1965),
Professor of History, Emeritus
B.A., Baldwin-Wallace College; M.A., Ph.D., Case Western Reserve University

VAN GINNEKEN, EVA R. (1964),
Professor of Foreign Languages and Literatures, Emeritus
B.A., M.A., Wayne University; Ph.D., Brown University

VASARI, STEPHEN (1968),
Professor of Spanish, Emeritus
LL.D., University of Bratislava; B.Comm., Sir George Williams University; B.A., California State University, Los Angeles; Ph.D., University of California, Los Angeles

VAUGHAN, RODGER D. (1965),
Professor of Music, Emeritus
B.Mus., University of Kansas; M.Mus., Wichita State University

VENKATESAN, MAHADEVA S. (1970),
Professor of Civil and Environmental Engineering, Emeritus
B.S., University of Mysore; M.S., University of Madras; Ph.D., University of California, Berkeley

VERGES, FRANK G. (1970),
Professor of Philosophy, Emeritus
B.A., M.A., University of Iowa; Ph.D., University of California, San Diego

VOGELER, ALBERT R. (1987),
Lecturer in Liberal Studies, Emeritus
B.A., M.A., Ph.D., Columbia University

VOGELER, MARTHA S. (1969),
Professor of English and Comparative Literature, Emeritus
B.S., Jersey City State College; M.A., Ph.D., Columbia University

WAGNER, M. JOHN (1964),
Professor of English, Emeritus
B.A., M.A., University of Chicago; Ph.D., Northwestern University

WANTZ, FRED (1976),
Supervising Carpenter, Emeritus

WATKIN, LAWRENCE E. (1965),
Professor of English, Emeritus
B.A., Syracuse University; M.A., Harvard University

WEBER, BRUCE H. (1970),
Professor of Chemistry and Biochemistry, Emeritus
B.S., San Diego State University; Ph.D., University of California, San Diego

WEGNER, PATRICK A. (1969),
Professor of Chemistry and Biochemistry, Emeritus
B.A., Northern University; Ph.D., University of California, Riverside

WEIGHTMAN, BARBARA A. (1972),
Professor of Geography, Emeritus
B.Ed., University of British Columbia; M.A., Ph.D., University of Washington

WEILL, LAWRENCE R. (1980),
Professor of Mathematics, Emeritus
B.S.E.E., M.S.E.E., California Institute of Technology; M.S., California State University, San Diego; Ph.D., University of Idaho

WEINMANN, CAROL A. (1969),
Professor of Kinesiology and Health Promotion, Emeritus,
B.S., M.S., Bowling Green State University; Ed.D., University of North Carolina

WEINTRAUB, JOEL D. (1968),
Professor of Zoology, Emeritus
B.S., City College of New York; Ph.D., University of California, Riverside

WHITE, JOHN O. (1970),
Professor of English, Comparative Literature and Linguistics, Emeritus
B.A., M.A., California State University, Sacramento; Ph.D., Arizona State University

WHITE, MARGARET H. (1969),
Associate Professor of Psychology, Emeritus
B.A., Pomona College; Ph.D., University of California, Riverside

WHITE, MARILYN O. (1970),
Human Resources Benefits Coordinator, Emeritus

WICKETT, WILLIAM W. (1967),
Medical Director, Staff Physician, Student Health and Counseling Center, Emeritus
B.A., M.D., University of Southern California

WILDER-JONES, JOYCE M. (1973),
Librarian, Emeritus
B.A., University of California, Irvine; M.L.S., M.A., California State University, Fullerton

WILEY, EDGAR A. (1966),
Professor of Management, Emeritus
B.A., Claremont Men's College; M.I.S., Ph.D., Claremont Graduate School

WILLIAMS, CHARLES F. (1967),
Associate Professor of Science Education and Teacher Education, Emeritus
A.B., University of California, Berkeley; M.A., Ph.D., The University of Texas

WILLIS, W. VAN (1967),
Professor of Chemistry and Biochemistry, Emeritus
B.S., Georgia Institute of Technology; M.S., Ph.D., University of Tennessee

WITCHEY, RONALD L. (1965),
Professor of Kinesiology and Health Promotion, Emeritus
B.A., Dennison University; M. Ed., Bowling Green State University; Ph.D., University of Southern California.

WONG, DOROTHY PAN (1964),
Professor of Chemistry and Biochemistry, Emeritus
B.S., University of Oklahoma; M.S., University of Minnesota; Ph.D., Case Institute of Technology

WOOD, CORINNE S. (1973),
Professor of Anthropology, Emeritus
A.B., Ph.D., University of California, Riverside

WOOD, RONALD D. (1976),
Professor of Theatre, Emeritus
B.A., M.A., University of Alabama; Ph.D., Florida State University

WOODARD, NELSON E. (1968),
Associate Professor of History, Emeritus
B.A., University of Rochester; M.S., Ph.D., University of Wisconsin

WOOLUM, DOROTHY S. (1973),
Professor of Physics, Emeritus
B.A., Cornell University; Ph.D., Washington University

WORKS, ERNEST (1964),
Professor of Sociology, Emeritus
B.A., Arkansas Agricultural, Mechanical and Normal College; M.A., Ph.D., University of Illinois

WOYSKI, MARGARET S. (1967),
Professor of Geological Sciences; and Associate Dean, School of Natural Science and Mathematics, Emeritus
B.A., Wellesley College; M.S., Ph.D., University of Minnesota

WRIGHT, BRUCE E. (1970),
Professor of Political Science, Emeritus
B.A., M.A., University of Kansas; Ph.D., University of Minnesota

WRIGHT, JEROME W. (1981),
Professor of Human Services, Emeritus
A.B., M.L.S., University of California, Berkeley; M.A., California State University, San Francisco; Ph.D., Harvard University

YADA, KINJI KEN (1969),
Associate Professor of History, Emeritus
B.A., University of California, Los Angeles; M.A., University of Michigan; Ph.D., University of Southern California

YESSIS, MICHAEL (1966),
Professor of Health, Physical Education and Recreation, Emeritus
B.S., M.A., City College of New York; Ph.D., University of Southern California

YINGER, JON A. (1966),
Professor of Political Science, Emeritus
B.A., Whittier College; M.A., Ph.D., Claremont Graduate School

YOUNG, JAMES D. (1960),
Professor of Theatre, Emeritus
B.S., Pepperdine College; M.A., Ph.D., University of Southern California

ZEE, YUN-CHEN (1968),
Professor of Mathematics, Emeritus
B.S., Hong Kong Baptist College; M.S., University of South Carolina; Ph.D., University of Pittsburgh

ZELTZER, ALLEN M. (1963),
Professor of Theatre, Emeritus
B.A., M.A., Ph.D., Wayne State University

ZEYEN, MARY MARK (1975),
Professor of Music, Emeritus
B.A., Immaculate Heart College; M.Mus., University of Southern California; Ph.D., Eastman School of Music, University of Rochester

ZILBERT, EDWARD R. (1973),
Professor of Economics and Management, Emeritus
B.B.A., City College of New York; M.A., Ph.D., University of California, Los Angeles

ZIMMER, ROBERT J. (1977),
Professor of Marketing, Emeritus
B.B.A., St. Francis College; M.B.A., Long Island University; Ph.D., Virginia Polytechnic Institute and State University

ZIMMERMANN, JON E. (1966),
Professor of Foreign Languages and Literatures, Emeritus
B.S., University of Wisconsin; M.A., Ph.D., University of Colorado

ZINDBERG, CECILE (1969),
Professor of History, Emeritus
B.A., Barnard College; M.A., Columbia University; Ph.D., University of Chicago

ZLENDICH, JANICE M. (1973),
Librarian, Emeritus
A.B., MacMurray College; M.S. in L.S., University of Illinois; M.A., California State University, Fullerton

Faculty and Administration

GORDON, MILTON ANDREW (1990),
President; and Professor of Mathematics
B.S., Xavier University of Louisiana; M.A., University of Detroit; Ph.D., Illinois Institute of Technology

ABDELWAHED, FAROUK H. (1973),
Associate Professor of Management
L.L.B., University of Ein Shams; M.P.A., University of Southern California; Ph.D., University of California, Los Angeles

ABREGO, SILAS H. (1985),
Associate Vice President for Student Affairs
B.A., California State University, Long Beach; M.A., Ed.D., University of Southern California

ACOSTA DE HESS, JOSEFINA (1988),
Associate Professor of Modern Languages and Literatures
B.A., University Catolica Madre y Maestra; M.A., Ph.D., University of California, Irvine

ADLER, LOUISE C. (1988),
Professor of Educational Leadership; Chair, Department of Educational Leadership; and Director, Joint Doctoral Program in Educational Administration and Leadership
B.A., California State University, Long Beach; M.A., Ph.D., Claremont Graduate School

AENLLE, ANA-VICTORIA (1995),
Associate Professor of Art
B.F.A., Art Center College of Design; M.F.A., California State University, Fullerton

AGNEW, ALFONSO F. (2001),
Assistant Professor of Mathematics
B.S., B.A., California State University, Fullerton; M.S., Ph.D., Oregon State University

AGRAWAL, VIPIN K. (2003),
Assistant Professor of Finance
B.E., Delhi College of Engineering; M.S., Texas A & M University

ALCANTARA, RYAN (1997),
Director, Honors and Scholars Support Services
B.S., University of California, Riverside; M.A., University of Connecticut

ALLEN, RHONDA Y. (1997),
Associate Professor of Criminal Justice; Director, Faculty Development Center
B.A., University of Southern California; M.A., California State University, Fullerton; Ph.D., University at Albany, State University of New York

ALOIA, STEPHEN D. (1980),
Associate Professor of Special Education
B.A., St. Mary's College; M.A., California State University, Chico; Ph.D., University of California, Riverside

ALVA, SYLVIA A. (1989),
Associate Vice President, Undergraduate Programs; and Professor of Child and Adolescent Studies
B.A., California State University, Los Angeles; M.A., Ph.D., University of California, Los Angeles

AMBROSETTI, DEBRA S. (2000),
Assistant Professor of Secondary Education
B.S., M.S., SUNY College at Fredonia; Ph.D., University at Buffalo, State University of New York

AMES, MICHAEL D. (1976),
Professor of Management
B.A., University of California, Santa Barbara; M.B.E., Ph.D., Claremont Graduate School

AMMANN, ROBERT A. (1996),
Men's Assistant Soccer Coach
B.A., California State University, Fullerton

ANDERSON, JUDITH A. (1992),
Executive Vice President
B.S., M.A., Ph.D., Indiana State University

ANDRE, JO-ANNE C. (2000),
Lecturer in Nursing
B.S., Columbia University; M.S., University of California, Los Angeles

ANGUS, KATHRYN B. (1999),
Lecturer in Reading
B.A., San Diego State University; M.S., California State University, Fullerton

ANICICH, HARRY C. (2004),
Lecturer in Marketing
B.A., University of California, Los Angeles; M.S., West Coast University

ANNIN, SCOTT A. (2002),
Assistant Professor of Mathematics
B.S., B.S., University of Nebraska; Ph.D., University of California, Berkeley

APEL, KIM (2001),
Facility Planner
B.A., M.A., Illinois Institute of Technology

APKE, THOMAS M. (1974),
Professor of Management
B.S., Pennsylvania State University; J.D., Marquette University; L.L.M., University of San Diego, School of Law

ARMSTRONG, PHILLIP A. (1999),
Assistant Professor of Geological Sciences
B.A., University of California, Santa Barbara; M.S., Ph.D., University of Utah

ARNDT, MICHELLE (2003),
Women's Assistant Tennis Coach

ARNOLD, JOSEPH H. (1973),
Associate Dean, College of the Arts; and
Professor of Theatre and Dance
B.A., Drury College; M.A., Ph.D., University of Illinois

ARSNEAULT, MICHELLE R. (2002),
Assistant Professor of Political Science
B.A., California State University, Fullerton; M.A., Ph.D., Michigan State University

ARTHUR, GEORGE C. (2000),
Lecturer in Mathematics
B.A., Azusa Pacific University; M.A., California State University, Fullerton

ATWELL, MARGARET M. (1993),
Associate Vice President, Academic Affairs; and
Professor of Reading
B.A., Marquette University; M.S., Ph.D., Indiana University

ATWONG, CATHERINE (1991),
Associate Professor of Marketing
B.S., Chinese University of Hong Kong; M.B.A., Grand Valley State University; Ph.D., Drexel University

AURELIO, OSCAR N. (2002),
Assistant Professor of Biological Science
B.A., University of California, San Diego; Ph.D., University of California, Irvine

AVILA, MITCHELL E. (1998),
Assistant Professor of Philosophy
B.A., Bethany College; M.A., Fuller Theological Seminary; M.A., Ph.D., University of California, Santa Barbara

AYLMER, ROBERT (2002),
Director, Counseling and Psychological Services
B.S., M.S., Ph.D., Harvard University

BADAL, WELSON (1989),
Manager, Divisional Information Technology, Administration

BAKKEN, GORDON M. (1969),
Professor of History
B.S., M.S., Ph.D., J.D., University of Wisconsin

BANACK, SANDRA A. (1997),
Associate Professor of Biological Science
B.S., M.S., Brigham Young University; Ph.D., University of California, Berkeley

BARR, MICHELE L. (2001),
Lecturer in Kinesiology
B.S., M.S., California State University, Fullerton

BARRETT, BARBARA (2001),
Director of Development, Corporate and Foundation Relations
B.A., Immaculate Heart College

BARRETT, WILLIAM C. (1998),
Associate Vice President for Administration
M.A., University of Massachusetts

BARTTER, ANTONIETA (2002),
Manager, Student Support Services, University Extended Education
B.A., St. Thomas University

BARUA, SUSAMMA (1988),
Professor of Computer Science
B.S., Regional Engineering College, India; M.S., University of Tulsa; Ph.D., University of Cincinnati

BATTALY, HEATHER D. (1999),
Assistant Professor of Philosophy
B.A., University of Vermont; Ph.D., Syracuse University

BATTAN, JESSE F. (1980),
Professor of American Studies; and Chair, Department of American Studies
B.A., University of California, Berkeley; M.A., New York University; Ph.D., University of California, Los Angeles

BAUSCH, BARBARA (2003),
Women's Assistant Basketball Coach
B.S., M.S., California State University, Fullerton

BAZAR, ANDY R. (1990),
Professor of Mechanical Engineering
B.Sc., Abadan Institute of Technology; M.S., University of Southern California; Ph.D., North Carolina State University

BEAM, WILLIAM C. (1983),
Associate Professor of Kinesiology
B.A., College of Wooster; M.A., Ph.D., Ohio State University

BEDELL, JOHN W. (1969),
Professor of Sociology; and Chair, Academic Senate
A.B., Franklin and Marhsall College; M.A., Ph.D., Case Western Reserve University

BEDNAR, CAROL A. (1990),
Chair, Technical Services, Pollack Library
B.A., University of Oklahoma; M.S., California State University, Fullerton

BEDNAR, DICK D. (1973),
Senior Director, Technology Planning
B.A., M.A., M.B.A., Oklahoma University

BEISNER, JOHN (1995),
Director, University Risk Management
B.A., California State University, Fullerton, J.D., Yale University

BEJARANO-VERA, PATRICIA (2000),
Director, Upward Bound
B.A., M.A., California State University, Fullerton

BELMAS, GENELLE I. (2004),
Assistant Professor of Communications
B.A., M.A., University of Wisconsin; Ph.D., University of Minnesota

BENNETT, DONNA W. (2000),
Lecturer in Elementary and Bilingual Education
B.A., California State University, Fullerton; M.A., Pepperdine University

BERG, DENNIS F. (1970),
Professor of Sociology; and Chair, Department of Sociology
B.A., M.A., California State University, Fullerton; Ph.D., University of Southern California

BHASKAR, RAHUL (2002),
Associate Professor of Information Systems and Decision Sciences
B.S., Northwestern Oklahoma State University; M.S., M.B.A., Ph.D., University of Wisconsin

BHATTACHARYA, RADHA S. (1990),
Associate Professor of Economics
B.A., Fergusson College, Poona, India; M.A., Gokhale Institute, Pone, India; Ph.D., University of Pennsylvania

BHAYANA, ANU (2001),
Lecturer in Economics
B.A., Hans Raj College; M.A., Delhi School of Economics; Ph.D., University of California, Riverside

BIEL, JOSEPH E. (2003),
Assistant Professor of Art
B.F.A., Drake University; M.F.A, University of Michigan

BIEWEN, ELIZABETH L. (2004),
Lecturer in Management
B.A., Purdue University; M.B.A., University of Florida

BIRNBAUM, MICHAEL H. (1986),
Professor of Psychology
B.A., M.A., Ph.D., University of California, Los Angeles

BISHOP, ASHLEY L. (1976),
Acting Dean, College of Education; and Professor of Reading
B.A., M.A., San Diego State University; Ed.D., Arizona State University

BLACKMAN, MELINDA A. (1998),
Associate Professor of Psychology
B.A., Stanford University; M.A., Ph.D., University of California, Riverside

BLAINE, MARLIN E. (2000),
Associate Professor of English, Comparative Literature and Linguistics
B.A., Transylvania University; M.A., Ph.D., University of California, Los Angeles

BLOSSOM, ERIKA (2002),
Contracts and Grants Coordinator
B.S., Marist College

BOCK, JOHN A. (2000),
Associate Professor of Anthropology
B.A., Rhodes College; M.S., Ph.D., University of New Mexico

BOGGS, PATTY (1985),
Senior Director of Development, Major Gifts
B.A., California State University, Fullerton

BONCA, CORNEL (1991),
Associate Professor of English, Comparative Literature and Linguistics
B.A., Claremont Men's College; Ph.D., University of California, Los Angeles

BOND, JAY W. (1990),
Associate Vice President, Facilities Management
B.S., California State Polytechnic University, San Luis Obispo; M.B.A., California State University, Fullerton

BONNEY, EMILY B. (1999),
Assistant Professor of Liberal Studies
A.B., Swarthmore College; M.A., Ph.D., New York University, Institute of Fine Arts

BONSANGUE, MARTIN V. (1992),
Professor of Mathematics
B.A., University of California, San Diego; M.A., California State University, Fullerton; Ph.D., Claremont Graduate School

BORSTING, KURT (1995),
Director, Titan Student Union
B.A., California State University, Long Beach; M.S., Central Missouri State University

BOUCHER, RICHARD D. (1996),
Chief Staff Physician, Student Health Center
M.D., Autonomous University of Guadalajara

BOUTAKIDIS, IOAKIM P. (2004),
Lecturer in Child and Adolescent Studies
B.A., University of California, Los Angeles; M.A., University of California, Riverside

BOWMAN, DAVID D. (2000),
Assistant Professor of Geological Sciences
B.S., M.S., Ph.D., University of Southern California

BOYD, THOMAS C. (2001),
Associate Professor of Marketing
B.S., Oakland University; M.B.A., Florida Atlantic University; Ph.D., University of North Carolina

BRAJER, VICTOR (1987),
Associate Professor of Economics
B.A., Rutgers University; M.B.A., University of Miami; Ph.D., University of New Mexico

BRAY, LESSELL M. (2003),
Associate Professor of Elementary and Bilingual Education
B.S., M.L.S., Appalachian State University; Ph.D., Indiana University

BRECKENRIDGE, STAN L. (2000),
Lecturer in Afro-Ethnic Studies
B.A., California State University, Fullerton; M.A., Ph.D., Claremont Graduate School

BREDIN, RENAE M. (1998),
Associate Professor of Women's Studies; and Coordinator, Women's Studies Program
B.A., University of Utah; M.A., Rutgers University; Ph.D., University of Arizona

BREW, LEAH M. (2001),
Assistant Professor of Counseling
B.A., M.Ed., Ph.D., University of North Texas

BRIGGS, CHAD M. (2002),
Assistant Professor of Political Science
B.A., University of Wisconsin; M.A., University of Limerick; Ph.D., Carleton College

BRIGGS, TRACY A. (2002),
Lecturer in Environmental Studies
B.A., Carleton University; M.S., University College London

BRIL, PATRICIA L. (1971),
Librarian
B.A., University of California, Irvine; M.S.L.S., University of Southern California; M.P.A., California State University, Fullerton

BRODY, JEFFREY H. (1993),
Professor of Communications
B.A., University of Wisconsin-Madison; M.S., Columbia University Graduate School of Journalism

BROWER, JILL (1988),
Coordinator, Financial Aid, El Toro Campus
B.A., California State University, Fullerton

BROWN, ABBIE H. (2002),
Associate Professor of Elementary and Bilingual Education
B.A., Temple University; M.A., Columbia University; M.S., Ph.D., Indiana University

BROWN, LEE E. (2002),
Associate Professor of Kinesiology
B.S., East Tennesee State University; M.Ed., Ph.D., Florida Atlantic University

BRUNELLE, GAYLE (1988),
Professor of History
B.A., Saint Michael's College; M.A., Ph.D., Emory University

BRUSCHKE, JON C. (1997),
Associate Professor of Human Communications Studies
B.A., M.A., California State University, Fullerton; Ph.D., University of Utah

BRYANT, GERALD (2000),
Director, Ronald E. McNair Scholars Program
B.S., Tennessee State University; M.B.A., National University

BRZOVIC, KATHY A. (1999),
Lecturer in Business Writing Program
B.A., University of California, Santa Barbara; M.A., University of Toronto; Ph.D., University of California, Irvine

BULLOCK, APRIL A. (2000),
Assistant Professor of Liberal Studies
B.A., California State University, Stanislaus; M.A., Ph.D., University of California, Santa Cruz

BURGTORF, JOCHEN (2001),
Assistant Professor of History
M.A., Ph.D., Heinrich-Heine-Universitaet Duesseldorf, Germany

BUSH-HAMBLIN, DELANA (1999),
Analyst, Information Technology, El Toro Campus
B.A. California State University, Fullerton

BUSHMAN, KAREN (1985),
Director, University Advancement Services
B.S., California State University, Fullerton

BUZAN, BERT C. (1976),
Professor of Political Science
B.A., M.A., Ph.D., University of Texas at Austin

BUZDAR, NEK M. (2002),
Lecturer in Economics
M.Sc., University of Sindh; Ph.D., University of Hawaii

BYRNE, NANCY (2004),
Director of Development, College of Communications
B.A., Loyola Marymount University

CALDWELL, ELLEN M. (2001),
Assistant Professor of English, Comparative Literature and Linguistics
B.A., University of Southern California; M.A., Ph.D., University of California, Los Angeles

CALDWELL, PAMELA J. (2001),
Lecturer in Communications
B.A., California State University, Fullerton; M.A., Fuller School of Theology

CANALITA, FRAULIN E. (1990),
Physician, Student Health Center
M.D., Far Eastern University Institute of Medicine

CANARY, CHERYL W. (1999),
Associate Professor of Nursing
B.S.N., M.N., Ph.D., California State University, Los Angeles

CANTLEY, BRYAN W. (1992),
Professor of Art
B.A., University of North Carolina, Charlotte; M.A., University of California, Los Angeles

CAPUNE, WILLIAM (1969),
Professor of Criminal Justice
B.A., M.Crim., D.Crim., University of California, Berkeley

CARDENAS, ISAAC (1974),
Professor of Chicana and Chicano Studies; and Chair, Department of Chicana and Chicano Studies
B.A., St. Mary's University, San Antonio; M.A., Texas A & I University; Ed.D., University of Massachusetts

CAREY, PAUL (2001),
Associate Vice President, Development
B.A., M.B.A., Chapman University

CARLSON, GAYLEN R. (1973),
Professor of Geological Sciences
B.A., Buena Vista College; M.A., Drake University; Ph.D., The University of Iowa

CARR, NATHAN T. (2003),
Assistant Professor of Modern Languages and Literatures
B.A., University of Oklahoma; M.Ed., Oklahoma City University

CARROLL, JOHN C. (1997),
Associate Professor of Geography; and Chair, Department of Geography
B.A., M.A., California State University, Fullerton; Ph.D., University of Oregon

CARROLL, PATRICK (2002),
University Counsel
B.A., University of California, Irvine; J.D., Loyola University

CARTER-WELLS, JOANN C. (1978),
Professor of Reading; Chair, Reading Department; and, Coordinator, Instructional Design and Technology Program
B.S., Mount St. Mary's College; M.S., California State University, Fullerton; Ph.D., Claremont Graduate School

CASE, EVELYN C. (2001),
Lecturer in Theatre and Dance
B.A., Wright State University; M.F.A., University of Alabama

CASE, JAMES (1999),
Director, Career Center
B.A., M.Ed., The Johns Hopkins University

CASE, KIMBERLY K. (2000),
Lecturer in Elementary and Bilingual Education; Coordinator, School of Education
B.A., M.A., California State University, Fullerton

CASEM, MERRI L. (2000),
Assistant Professor of Biological Science
B.A., California State University, Fullerton; Ph.D., University of California, Riverside

CASTRO, ROBERT F. (2002),
Assistant Professor of Chicana and Chicano Studies
B.A., University of California, Irvine; J.D., University of California, Los Angeles

CERVANTES, JOSEPH M. (1998),
Professor of Counseling
B.A., Divine Word Seminary; Ph.D., University of Nebraska

CHAKRABARTI, PINAKI R. (1983),
Professor of Civil and Environmental Engineering; Department Head, Civil and Environmental Engineering
B.A., Calcutta University; M.S., University of Minnesota; Ph.D., Rutgers University

CHAN, PENG S. (1989),
Professor of Management
L.L.B., University of Malaya; M.B.A., Ph.D., University of Texas at Austin

CHAN, SU H. (1988),
Professor of Finance
BSc.Ed. (Hons), University of Malaya, Malaysia; M.B.A., Louisiana Tech University; Ph.D., University of Texas at Austin

CHANDLER, LAURA (2004),
Lecturer in Health Science
B.A., California State University, Long Beach; M.P.H., Loma Linda University

CHANG, CAROLYN C. (1990),
Professor of Finance
B.A., National Taiwan University; B.S., University of Minnesota; M.B.A., California State University, Los Angeles; Ph.D., University of Southern California

CHAUDHRY, MAQSOOD A. (1982),
Professor of Electrical Engineering
B.S., University of Engineering and Technology, Pakistan; M.S., California State University, Fullerton; Ph.D., University of California, Irvine

CHAVIS, BETTY M. (1996),
Professor of Accounting; and Chair, Department of Accounting
B.S.E., Kent State University; M.A.C.C., University of Denver; Ph.D., University of Southern California

CHEN, DAVID D. (1998),
Associate Professor of Kinesiology
B.A., Wuhan University; M.S., Florida State University; Ph.D., University of Florida

CHEN, NING (1987),
Professor of Computer Science
B.S., National Cheng Kung University, Taiwan; M.S.E.E., Ph.D., Colorado State University

CHEN, SHU J. (1978),
Professor of Information Systems and Decision Sciences
B.B.A., National Taiwan University; Ph.D., University of Cologne

CHENG, DAVID J. (1985),
Associate Professor of Electrical Engineering
B.A., National Taiwan University; M.A., Ph.D., University of California, Irvine

CHENG, KWANG-PING (1994),
Professor of Physics
B.S., National Taiwan Normal University; M.S., University of Maryland; Ph.D., Catholic University

CHENG, SHOU-YINN (PEARL) (1987),
Director, Finance and Administration, Foundation
B.S., University of Houston

CHIANG, VERONICA T. (1968),
Librarian
B.A., Tamkang College of Letters and Science; M.L.A., M.S.L.S., University of Southern California

CHILDERS, JAMES G. (2003),
Assistant Professor of Physics
B.A., Union College; M.S., Ph.D., University of Kentucky

CHO, GRACE C. (2000),
Assistant Professor of Secondary Education
B.S., M.S., Ph.D., University of Southern California

CHO, KYUNG S. (1989),
Associate Professor of Art
B.A., M.A., M.F.A., University of California, Berkeley

CHOI, SONG C. (1996),
Associate Professor of Computer Science
B.A., M.S., University of Karlsrahe; M.S., Ph.D., University of Southern California

CHOPRA, SAPNA B. (2001),
Lecturer in Counseling
B.A., University of California, Irvine; Ph.D., University of Maryland

CHRISTJANSEN, DORTE (1989),
Professor of Art
B.A., M.A., California State University, Long Beach

CHUNG, JULIE (2004),
Gift Administrator/Accounting Manager, University Advancement
B.A., California State University, Fullerton

CLANIN, THOMAS N. (1998),
Lecturer in Communications
A.A., Bakersfield College; B.A., M.A., California State University, Fullerton

CLAPPER, RONALD E. (1974),
Lecturer in Liberal Studies
B.A., M.A., Ph.D., University of California, Los Angeles

CLARK, BARBARA H. (2003),
Lecturer in Reading
M.A., M.Ed., California Lutheran College; Ed.D., University of Southern California

CLEMENS, RACHAEL (2001),
Senior Assistant Librarian
B.A., Concord College; M.L.S., Texas Women's University

CLIZBE, DUANE L. (2002),
Lecturer in Secondary Education
B.A., University of Iowa; M.A., University of Oklahoma

CLYMER, JOHN R. (1982),
Professor of Electrical Engineering
B.S.E.E., M.S.E.E., Iowa State University; Ph.D.E.E., Arizona State University

COCKERILL, LEE W. (2000),
Lecturer in Economics
B.S., Chico State University; M.A., California State University, Fullerton

COFFMAN, JACQUELINE K. (1998),
Assistant Professor of Child and Adolescent Studies
A.A., Mount San Antonio College; B.A., M.A., California State University, Fullerton; Ph.D., Claremont Graduate University

COHEN, AMYBETH (1997),
Associate Professor of Biological Science
B.A., Skidmore College; Ph.D., University of California, Berkeley

COHN, GEORGE I. (1968),
Professor of Electrical Engineering
B.S.E.E., California Institute of Technology; M.S., Ph.D., Illinois Institute of Technology

COLBY, DOUGLAS (2004),
Director of Development, College of Natural Sciences and Mathematics
B.A., Fort Lewis College

CONG, BIN (1998),
Associate Professor of Computer Science
B.S., Nanjing University; Ph.D., Duke University; Ph.D., University of Texas

CONGALTON, K. JEANINE J. (1989),
Associate Professor of Human Communications Studies
B.S., Illinois State University; M.A., North Dakota State University; Ph.D., University of Utah

CONKLIN, MARILYN (1990),
Assistant to the Director, El Toro Campus
B.A., M.A., California State University, Fullerton

CONVERSE, CHERLYN L. (2000),
Lecturer in Mathematics
B.A., M.A., California State University, Fullerton; Ph.D., Claremont Graduate School

COPLAN, AMY B. (2002),
Assistant Professor of Philosophy
B.A., University of Kansas; Ph.D., Emory University

COSTA, VICTORIA B. (1993),
Professor of Secondary Education; and Chair, Department of Secondary Education
B.S., Texas Christian University; M.A.T., California State University, Fullerton; Ph.D., University of California, Riverside

COSTELLO, KATHLEEN (1993),
Director, Gianneschi Center for Nonprofit Research
A.A., Orange Coast College; B.A., University of California, Irvine; M.A., California State University, Fullerton

COURELLIS, SPIROS H. (2004),
Assistant Professor of Computer Science
M.S., California Institute of Technology; Ph.D., University of Southern California

COWIN, EILEEN F. (1975),
Professor of Art
B.S., State University of New York College at New Paltz; M.S., Institute of Design, Chicago

COX, SUELLEN (1995),
Associate Librarian
A.A., Fullerton College; B.A., M.A., California State University, Fullerton; M.L.S., San Jose State University

COX-PETERSEN, ANNE M. (1998),
Associate Professor of Elementary and Bilingual Education
B.S., M.A., East Carolina University; Ph.D., University of Minnesota

CRAM, DONALD P. (2000),
Associate Professor of Accounting
B.A., Wesleyan University; M.P.P.M., Yale University; M.S., Ph.D., Stanford University

CRAMP, CLIFF G. (2000),
Assistant Professor of Art
B.F.A., M.A., M.F.A., California State University, Fullerton

CRANE, DONALD B. (1976),
Professor of Finance
B.A., California State University, Fullerton; M.B.A., D.B.A., University of Southern California

CRAWFORD, TERESA J. (1999),
Associate Professor of Elementary and Bilingual Education
B.A., California State University, Fresno; M.A., Fresno Pacific College; Ph.D., University of California, Santa Barbara

CREIGHTON, CAROL (1999),
Director, Extension Programs, University Extended Education
B.A., California State University, Long Beach

CROUCH, MARY K. (1985),
Associate Professor of English, Comparative Literature and Linguistics
B.A., Southern Illinois University; M.A., California State University, Long Beach; Ph.D., University of Southern California

CROW, WENDELL C. (1977),
Professor of Communications; and Chair, Department of Communications
B.S., Arkansas State University; M.S., Ph.D., Southern Illinois University

DABIRIAN, AMIR (1996),
Interim Chief Information Technology Officer
B.S., California State University, Fullerton

DAHL, JAMES M. (2003),
Lecturer in Art
B.A., University of California, Davis; B.F.A., Art Center College of Design; M.F.A., Rutgers University; M.A., Columbia University

DANA, HUGH R. (1994),
Physician, Student Health Center
M.D., University of Southern California

DARYAEE, TOURAJ (1999),
Associate Professor of History
B.A., California State University, Fullerton; M.A., Ph.D., University of California, Los Angeles

DAUGHETEE, MARSHA (1994),
Assistant Dean for Student Affairs, El Toro Campus
M.S., California State University, Long Beach

DAVIS, COLLETTE M. (2003),
Senior Assistant Librarian
B.A., California State University, Fullerton; M.L.I.S., University of Washington

DAVIS, MARILYN J. (1999),
Lecturer in Psychology
B.A., California State University, Long Beach; Ph.D., Brigham Young University

DAVIS, MICHAEL J. (1981),
Associate Professor of Communicative Disorders
B.S., M.S., Utah State University; Ph.D., Wayne State University

DAVIS, ROBERT W. (1995),
Associate Professor of Radio-TV-Film
B.A., B.S., Texas Christian University; M.A., Ph.D., Harvard University

DE LAND, PAUL N. (1975),
Professor of Mathematics; and Chair, Department of Mathematics
B.A., Ph.D., University of California, San Diego

DEAN, LAURA (2003),
Lecturer in Kinesiology
A.A., East Los Angeles College; B.A., California State University, Los Angeles; M.Ed., Azusa Pacific University

DEL FIUM, GARY
Manager, Property Planning, Foundation

DELGADO, EDUARDO (1996),
Professor of Music
B.A., School of Music of Facultad de Humanidades Rosario; M.A., Conservatori Nacional Buenos Aires

DELIJSER, HUBRECHT J. (1999),
Assistant Professor of Chemistry and Biochemistry
B.S., Van Leeuwenhoek Institute; M.S., Leiden University; Ph.D., Dalhousie University

DELLA VOLPE, ANGELA (1980),
Professor of English, Comparative Literature and Linguistics; and Associate Dean, Student Academic Affairs, College of Health and Human Development
B.A., M.A., California State University, Fullerton; Ph.D., University of California, Los Angeles

DEMING, RICHARD L. (1977),
Professor of Chemistry and Biochemistry
B.A., Carleton College; M.A., Ph.D., Northwestern University

DENNEHY, KRISTINE (2002),
Assistant Professor of History
B.S., Georgetown University; M.A., Sophia University; Ph.D., University of California, Los Angeles

DERY, GEORGE M. (1990),
Professor of Criminal Justice
B.A., University of California, Los Angeles; J.D., Loyola Law School

DEVRIES, DAVID L. (1983),
Professor of Communications
B.A., University of Southern Colorado; M.A., M.F.A., University of Iowa

DICKERSON, WILLIAM M. (1988),
Executive Director, Foundation
B.S., State University of New York, Courtland

DICKEY, MARC (1988),
Associate Professor of Music
B.M., University of Michigan; M.M., Northwestern University; Ph.D., University of Michigan

DICKSON, KATHRYN (1988),
Professor of Biological Science
B.A., Connecticut College; Ph.D., University of California, San Diego

DIETZ, JAMES L. (1973),
Professor of Economics
B.A., California State Polytechnic University; M.A., Ph.D., University of California, Riverside

DILLON, NADINE (1986),
Coordinator, Admissions, Registration Cashiering Service Center, El Toro Campus

DO, SON H. (1983),
Physician, Student Health Center
M.D., University of Saigon

DOLAN, SHAWN H. (2004),
Lecturer in Kinesiology
B.S., University of North Carolina; M.S., George Mason University; Ph.D., University of Utah

DOLHINOW, REBECCA E. (2004),
Assistant Professor of Women's Studies
B.A., University of California, Berkeley; M.Sc., London School of Economics; Ph.D., University of California, Berkeley

DOMON, HELENE (1991),
Professor of Modern Languages and Literatures
M.A., University of Houston; Ph.D., Rice University

DONOGHUE, MILDRED R. (1962),
Professor of Elementary and Bilingual Education
B.A., University of Michigan; M.A., University of Detroit; Ed.D., University of California, Los Angeles; J.D., Western State University, College of Law

DORITY, NANCY J. (1990),
Interim Director, Admissions and Records
B.A., Rutgers University; M.B.A., University of Redlands

DOYLE, JOHN A. (2000),
Assistant Professor of Human Services
B.A., All Hallows College; M.A., Loyola University; Ph.D., University of Southern California

DRATH, DAVID B. (1990),
Professor of Biological Science; and
Coordinator, Health Professions Advising
B.A., M.S., Ph.D., New York University

DRAYSE, MARK H. (2001),
Assistant Professor of Geography
B.A., Clark University; M.A., University of Toronto; Ph.D., University of California, Los Angeles

DREW, JOHN T. (1998),
Associate Professor of Art
B.F.A., M.F.A., Virginia Commonwealth University

DREZNER, ZVI (1985),
Professor of Information Systems and Decision Sciences
B.Sc., Ph.D., The Technion, Haifa, Israel

DRISCOLL, BRIDGET E. (1999),
Lecturer in Health Science; and Director, Freshman Programs
B.A., M.S., California State University, Fullerton

DROPSY, VINCENT E. (1989),
Professor of Economics
D.E.A., University of Paris, France; Ph.D., University of Southern California

DRUON, MICHELE V. (1980),
Professor of Modern Languages and Literatures
M.A., University of Southern California; Ph.D., University of California, Los Angeles

DUMOND, ELLEN J. (1991),
Professor of Management
B.S., Arizona State University; M.B.A., Ph.D., Indiana University

DUNLAP, CARMEN (1989),
Acting Associate Dean, College of Education; and
Professor of Elementary and Bilingual Education
B.A., Michigan State University; M.A., Ph.D., University of Illinois, Urbana-Champaign

DYMENT, GREGORY (1997),
Director, Fullerton Arboretum
B.S., California State Polytechnic University, Pomona

EDWARDS, HARRIET C. (1987),
Associate Professor of Mathematics
B.A., Cornell University; M.A., Ph.D., University of California, Berkeley

EERNISSE, DOUGLAS J. (1994),
Associate Professor of Biological Science
B.A., University of Washington; Ph.D., University of California, Santa Cruz

EFREMOVA, SVETLANA (1999),
Associate Professor of Theatre and Dance
B.A., Yale University; M.F.A., St. Petersburg Academy of Theater

ELDERS, JOHN L. (1988),
Men's and Women's Head Cross Country/Track Coach
A.A., Santa Ana College; B.S., California State University, Fullerton

ELENBAAS, JACK D. (1969),
Professor of History
B.A., Hope College; M.A., Ph.D., Wayne State University

EMERY, ALAN L. (2002),
Assistant Professor of Sociology
B.A., M.A., C.Phil., Ph.D., University of California, Los Angeles

ENGLAR-CARLSON, MATT (2002),
Assistant Professor of Counseling
B.A., University of California, Santa Cruz; M.A., Stanford University; M.Ed., Ph.D., Pennsylvania State University

ENGSTROM, WAYNE N. (1971),
Professor of Geography
B.S., M.S., Illinois State University; Ph.D., University of Wisconsin

ERICKSEN, ROBERT B. (1984),
Director of International Education and Exchange
B.A., Augustana College; M.A., School of International Training

ERICKSON, BARBRA E. (2002),
Assistant Professor of Anthropology
A.S., Citrus Community College; B.A., M.A., California State University, Fullerton; Ph.D., University of Nevada

ERICKSON, BRUCE (2004),
Associate Vice President, University Communications and Marketing
M.A., University of Kansas

ERICKSON, JOHN R. (1979),
Professor of Finance
A.B., University of California, Berkeley; Ph.D., University of California, Davis

ERICKSON, LINDA (1982),
Director, Budget and Revenue Management
B.A., California State University, Fullerton

EVANS, ELIZABETH B. (2002),
Lecturer in Communications
B.A., University of California, San Diego; M.A., California State University, Fullerton

EYRING, JANET L. (1989),
Professor of Modern Languages and Literatures; and Chair, Department of Modern Languages and Literatures
B.A., Brigham Young University; M.A., Ph.D., University of California, Los Angeles

FALCONER, DAVID R. (1982),
Associate Professor of Computer Science
B.A., University of Texas; M.S., Trinity University; Ph.D., University of Texas

FARNALL, OLAN F. (1999),
Associate Professor of Communications
B.A., Texas Tech University; M.S., University of Illinois; Ph.D., University of Alabama

FARNUM, NICHOLAS R. (1976),
Professor of Information Systems and Decision Sciences
B.A., Ph.D., University of California, Irvine

FAZELI, REZA (1999),
Lecturer in Economics
B.S., M.A., New School University, New York

FEAGIN, JAMES M. (1984),
Professor of Physics
B.S., Georgia Institute of Technology; Ph.D., University of North Carolina

FEARN, HEIDI (1991),
Professor of Physics
B.A., Ph.D., Essex University, England

FEATHERINGILL, RON C. (1988),
Lecturer in Business Writing Program
B.A., University of California, Santa Barbara; M.A., University of Toronto; Ph.D., University of California, Riverside

FEDER, DEBORAH R. (2003),
Assistant Professor of Geography
B.A., Colgate University; M.A., University of Illinois; Ph.D., Pennsylvania State University

FELLOW, ANTHONY R. (1986),
Professor of Communications
B.A., California State University, Los Angeles; M.A., California State University, Fullerton; M.A., Ph.D., University of Southern California

FENNELL, MITCHELL (1986),
Associate Professor of Music
B.M., California State University, Long Beach; M.M., Ph.D., University of Northern Colorado

FERKO, DOREEN K. (2001),
Assistant Professor of Special Education
B.A., University of California, San Diego; M.A., California State University, Northridge; Ph.D., Purdue University

FERRER, JOE (1997),
Director, Parking and Transportation
B.S., University of California, Irvine

FILOWITZ, MARK S. (2000),
Lecturer in Chemistry and Biochemistry
B.A., New York University; M.A., M.Phil., Ph.D., Columbia University

FINK, EDWARD J. (1990),
Associate Professor of Radio-TV-Film; and Chair, Department of Radio-TV-Film
B.A., Valparaiso University; M.A., Ph.D., Indiana University

FINNELL, BARBARA (2001),
Lecturer in Elementary and Bilingual Education
B.S., California State University, Fullerton; M.Ed., United States International University

FISCHER, MARKUS (2002),
Assistant Professor of Liberal Studies
Master of Social and Economic Sciences; Doctor of Social and Economic Sciences, University of Vienna, Austria; M.B.A., Institut Europeen d'Administration des Affaires; Ph.D., University of Chicago

FISHER, JOHN R. (1981),
Professor of Theatre
B.A., State University of Iowa; M.F.A., M.A., University of California, Los Angeles

FITCH, NANCY (1986),
Professor of History
A.B., M.A., San Diego State University; Ph.D., University of California, Los Angeles

FLEISSIG, ADRIAN R. (1999),
Professor of Economics
B.S., M.S., University Witwatersrand; Ph.D., North Carolina State University

FLORES, ALBERT W. (1982),
Professor of Philosophy; and Chair, Department of Philosophy
B.A., Cleveland State University; Ph.D., University of California, San Diego

FLORES, ROBERT (2002),
Assistant Coordinator of Student Programs, El Toro Campus
M.A., Seattle University

FLORES, SUSANA Y. (2001),
Assistant Professor of Elementary and Bilingual Education
B.A., M.A., California State University, Los Angeles; Ph.D., University of North Carolina

FONTAINE, SHERYL T. (1990),
Professor of English, Comparative Literature and Linguistics
B.A., St. Lawrence University; Ph.D., University of California, San Diego

FOOTE, PAUL S. (1989),
Professor of Accounting
B.B.A., University of Michigan; M.B.A., Harvard Business School; Ph.D., Michigan State University

FORKAN, JOE A. (2002),
Assistant Professor of Art
B.F.A., University of Arizona; M.F.A., University of Delaware

FOSTER, CHRISTOPHER H. (2002),
Lecturer in CalStateTeach
B.A., M.A., San Diego State University; Ed.D., University of Southern California

FOSTER, JOHN H. (1989),
Professor of Geological Sciences
B.A., University of California, San Diego; Ph.D., University of California, Riverside

FOSTER, MARCIA (2003),
Assistant Women's Basketball Coach
B.A., Sexton Hall University

FOUSEKIS, NATALIE M. (2002),
Assistant Professor of History
B.A., Whitman College; M.A., Ph.D., University of North Carolina

FOX, CHARLOTTE
President, Continuing Learning Experience

FRANKLIN, APRIL I. (2002),
Lecturer in Business Writing Program
A.A., Saddleback College; B.A., Loyola Law School; M.A., Purdue University; Ph.D., University of Oklahoma

FRASER, LINDA L. (1997),
Lecturer in Business Writing Program
B.A., Marywood College; M.A., California State University, Fullerton; Ph.D., University of California, Riverside

FREER, IRENE (2001),
Administrative Assistant to the Dean, University Extended Education

FROMSON, DAVID R. (1977),
Professor of Biological Science; and Associate Dean, College of Natural Sciences and Mathematics
B.A., Ph.D., University of California, Los Angeles

FROST, JACQUELINE B. (2002),
Assistant Professor of Radio-TV-Film
A.A., Palm Beach Community College; B.A., University of Florida; M.A., California State University, San Francisco; M.F.A., University of Miami

FRYE, DENISE M. (2004),
Lecturer in Human Communications Studies
A.A., Orange Coast College; B.A., M.A., California State University, Fullerton

FUJITA RONY, THOMAS Y. (1998),
Associate Professor of Asian-American Studies Program
B.A., Yale College; M.A., University of California, Los Angeles; Ph.D., University of Michigan

FULLER, RUBY J. (2002),
Lecturer in Business Writing Program
B.S., Appalachian State University; M.A., Western Kentucky University

FUNKHOUSER, CHARLES P. (2002),
Associate Professor of Mathematics
B.A., Illinois State University; M.A., Ph.D., University of Illinois

FURUMOTO, JAMES N. (2001),
Associate Professor of Music
B.M., Chapman University; M.M., D.M.A., University of Cincinnati

GALLAWAY, LISA
Director of Development
B.A., University of Redlands; M.A., University of Southern California

GALLEGO, JUAN C. (1997),
Associate Professor of Modern Languages and Literatures
B.A., Ph.D., University of California, Los Angeles

GANNON, GERALD E. (1973),
Professor of Mathematics
B.S., Rockhurst College; M.A., Emporia State University; Ed.D., University of Northern Colorado

GARBER, MARGARET D. (2003),
Assistant Professor of Liberal Studies
B.A., University of California, Santa Cruz; B.A., M.A., Ph.D., University of California, San Diego

GARCIA, MIKEL (1985),
Professor of Human Services
B.A., M.A., California State University, Long Beach; Ph.D., University of California, Irvine

GARCIA-BOCKMAN, PEGGY (1998),
Assistant Dean, Student Affairs, College of Communications
M.S., University of California, Irvine

GARON, MARYANNE (2000),
Assistant Professor of Nursing
B.S., M.S., San Diego State University; D.N.S., University of San Diego

GARZA-DARGATZ, S. ANA A. (1978),
Professor of Elementary and Bilingual Education
B.S., Texas Women's University; M.L.A., Southern Methodist University; Ed.D., Texas A & I University

GASCHEN, DENNIS J. (1999),
Lecturer in Communications
B.S., University of Rhode Island; M.A., California State University, Fullerton

GASS, JOANNE (1988),
Professor of English, Comparative Literature and Linguistics
A.A., Golden West College; B.A., M.A., California State University, Fullerton; Ph.D., University of California, Irvine

GASS, ROBERT H. (1981),
Professor of Human Communications Studies
B.S., California State Polytechnic University; M.A., California State University, Fullerton; Ph.D., University of Kansas

GEARHART, WILLIAM B. (1986),
Professor of Mathematics
B.S., M.S., Ph.D., Cornell University

GETHAIGA, WACIRA (1969),
Professor of Afro-Ethnic Studies; and Chair, Department of Afro-Ethnic Studies
B.A., Occidental College; M.A., Chapman College; Ph.D., Claremont Graduate School

GHAZANSHAHI, SHAHIN (1985),
Professor of Electrical Engineering
B.S., University of Tehran, Iran; M.S., University of Tabriz, Iran; M.S., Ph.D., University of Southern California

GIACUMAKIS, JR., GEORGE H. (1989),
Director, El Toro Campus
B.A., Shelton College; M.A., Ph.D., Brandeis Universtiy

GIANOS, PHILLIP L. (1971),
Professor of Political Science; and Chair, Division of Political Science and Criminal Justice
A.B., San Diego State University; Ph.D., University of California, Riverside

GILL, ANDREW M. (1984),
Professor of Economics
B.S., Northeastern University; Ph.D., Washington State University

GILL, JASON (2004),
Assistant Baseball Coach, Athletics

GILLESPIE, TREENA L. (2001),
Assistant Professor of Management
B.A., M.S., Clemson University; Ph.D., DePaul University

GISHI, RICHARD S. (2000),
Women's Assitant Gymnastics Coach
B.S., California State University, Fullerton

GLAESER, BARBARA J. (1998),
Associate Professor of Special Education
B.A., M.A., California State University, Fullerton; Ph.D., University of Kansas

GLEN, WILLIE J. (2001),
Lieutenant, Public Safety
B.S., University of Redlands

GODDING, LINDA (2004),
Director, Budget and Finance, University Extended Education
M.S., Pepperdine University

GOLDSTEIN, ZVI R. (1988),
Associate Professor of Information Systems and Decision Sciences
B.Sc., M.Sc., Ph.D., Ben Gurion University of the Negev, Israel

GOMEL, JESSICA N. (2003),
Assistant Professor of Child and Adolescent Studies
B.A., University of Redlands; M.A., Ph.D., University of California, Riverside

GOMEZ-AMARO, ROSAMARIA (1982),
Director, Diversity and Equity Programs
B.A., M.A., San Jose State University

GONZALEZ, BARBARA L. (1999),
Assistant Professor of Chemistry and Biochemistry
B.S., M.S., University of Southern California; Ph.D., University of California, Los Angeles

GONZALEZ, JOSEPH M. (2001),
Lecturer in Liberal Studies
B.A., M.A., Ph.D., University of California, Los Angeles

GOODE, CHRISTINA A. (1989),
Professor of Chemistry and Biochemistry
B.S., University of London, England; Ph.D., University of Guelph, Canada

GOODE, STEPHEN W. (1984),
Professor of Mathematics
B.Sc., University of London; M.M., Ph.D., University of Waterloo

GOODRICH, BRUCE H. (1997),
Associate Professor of Theatre and Dance
B.F.A., University of Wisconsin; M.F.A., Carnegie-Mellon University

GOODWIN, NAOMI (1997),
Assistant Vice President, Administration
B.A., University of Phoenix

GOTTFRIED, ALLEN W. (1978),
Professor of Psychology
B.A., Aldelphi University; M.A., Ph.D., New School for Social Research

GOTTS, EARL E. (2001),
Lecturer in Elementary and Bilingual Education
B.S., John Brown University; B.A., Warner Pacific College; M.S., Cal State Hayward; Ph.D., International Bible School and Seminary

GRANATA, CORA A. (2001),
Assistant Professor of History; and Coordinator, European Studies Program
B.A., University of California, Berkeley; M.A., Georgetown University; Ph.D., University of North Carolina

GRANITZ, NEIL A. (1998),
Associate Professor of Marketing
B.A., Concordia University of Montreal; M.B.A., McGill University; Ph.D., Arizona State University

GRANT, GERRY H. (2004),
Lecturer in Accounting
B.S., M.P.A., University of Southern Mississippi

GRATTON-LAVOIE, CHIARA (1999),
Lecturer in Economics
B.A., University of Trieste, Italy; M.A., Ph.D., Virginia Polytechnic Institute

GRAYLEE, LALEH (1998),
Divisional Finance Director, Administration
B.S., California State University, Dominguez Hills

GREATHOUSE, LAURA D. (2000),
Assistant Professor of Anthropology
B.A., M.A., University of Akron

GRECO, JOSEPH F. (1996),
Lecturer in Finance
B.A., Pennsylvania State University; M.A., California State University, Fullerton; Ph.D., University of California, Irvine

GREEN, TIMOTHY D. (1999),
Assistant Professor of Elementary and Bilingual Education; and Interim Director, Online Distance Education
B.A., Andrews University, Michigan; M.S., Indiana University

GREENBAUM, JOANNE (2000),
Lecturer in Reading
B.A., California State University, Long Beach; M.S., California State University, Fullerton

GREENBERG, CYNTHIA S. (1999),
Assistant Professor of Nursing
B.S., Rush University; M.S., University of Colorado; D.N.S., University of San Diego

GREENE, C. SCOTT (1979),
Professor of Marketing
B.S., Ohio State University; M.B.A., Univeresity of California, Los Angeles; Ph.D., University of North Carolina

GREWAL, MOHINDER S. (1975),
Professor of Electrical Engineering
B.S., Punjab University; M.S., University of California, Los Angeles; M.S., University of Michigan; Ph.D., University of Southern California

GRIEB, CHARLES E. (2002),
Assistant Professor of Art
B.F.A., University of Pennsylvania; M.F.A., University of Southern California

GRIER, LESLIE K. (1996),
Associate Professor of Child and Adolescent Studies
B.A., Oakland University; M.A., Ball State University; Ph.D., Wayne State University

GRUBER, ENID L. (2000),
Assistant Professor of Child and Adolescent Studies
B.A., University of Michigan; M.S., University of California, Davis; M.A., Ph.D., University of Michigan

GUERIN, DIANA W. (1988),
Professor of Child and Adolescent Studies
A.A., Rancho Santiago Community College; B.A., California State University, Long Beach; M.A., California State University, Fullerton; Ph.D., University of California, Los Angeles

GUILLAUME, ANDREA M. (1991),
Professor of Elementary and Bilingual Education
B.A., San Diego State University; M.A., Ph.D., University of California, Riverside

GUIMARAES, ROD (1998),
Director, Information Technologies/Systems
A.A., El Camino College; B.S., California State University, Dominguez Hills

GUNAWARDANE, GAMINI D. (1982),
Professor of Management
B.S., University of Ceylong; M.B.A., Vidyodaya University of Ceylon; M.B.A., Ph.D., University of Chicago

HADDAD, BARBARA B. (1995),
Lecturer in Nursing
B.S., Ohio State University; M.S., University of Illinois

HADDAD, WILLIAM W. (1987),
Professor of History; Chair, Department of History; and Coordinator, Asian Studies Program
B.A., M.A., Ph.D., Ohio State University

HAGAN, WILLIE J. (1996),
Vice President for Administration and Finance/ Chief Financial Officer
A.A., Mitchell College; B.A., Ph.D., University of Connecticut

HALL, JANE V. (1981),
Professor of Economics
B.A., University of Washington, Seattle; M.S., Ph.D., University of California, Berkeley

HALLMAN, SUSAN (1977),
Professor of Theatre and Dance; and Chair, Department of Theatre and Dance
B.F.A., M.F.A., University of Texas

HAMIDIAN, KARIM (1984),
Professor of Electrical Engineering
Dr.E.E., University of Padova, Italy

HAMIDI-HASHEMI, HASSAN (1983),
Professor of Electrical Engineering
B.S., M.S., University of Houston; Ph.D., University of California, Los Angeles

HANIZAVAREH, SEYEDABBAS (1985),
Associate Professor of Information Systems and Decision Sciences
B.S., Phahlari University, Iran; M.S., University of Dallas; Ph.D., University of Texas

HANLON, MITCHELL D. (2001),
Lecturer in Theatre and Dance
B.A., Chapman University; M.A., University of Southern California

HANNES, GERALD P. (1971),
Professor of Geography
B.S., Bowling Green State University; M.S., Ball State University; Ph.D., University of Illinois

HANSEN, LAURIE E. (2001),
Lecturer in Elementary and Bilingual Education
B.A., M.S., California State University, Fullerton

HARMON, RONALD M. (1975),
Professor of Modern Languages and Literatures
B.A., Arizona State University; M.A., Ph.D., University of California, Los Angeles

HARRIGAN, JINNI A. (1989),
Professor of Psychology
B.A., M.A., Ph.D., University of Cincinnati

HARRIS, DEAN (1996),
Assistant Dean, Student Affairs, College of the Arts
M.A., California State University, Fullerton

HARRISON, MARCIA (2001),
Director of Development, College of Business and Economics
B.A., National University

HART, JOHN L. (2004),
Lecturer in Radio-TV-Film
B.A., California State University, Fullerton; M.A., Grand Canyon University

HASSAN, MAHAMOOD M. (1987),
Professor of Accounting
Bachelor of Commerce-Accounting (Hons), Bachelor of Commerce-Taxation (Hons), University of Capetown; M.S., Ph.D., University of Arizona

HAYES, JAVETTE G. (2002),
Assistant Professor of Human Communications Studies
B.A., William Jewell College; M.S., Illinois State University

HEBRI, KAREN (2001),
Coordinator, Facilities, El Toro Campus
B.A., California State University, Fullerton

HEICHMAN, LINDA J. (2002),
Senior Assistant Librarian
B.A., University of California, Berkeley; M.L.I.S., San Jose State University

HERBERG, PAULA L. (2000),
Associate Professor of Nursing; and Chair, Department of Nursing
B.S., California State University, Long Beach; M.S., University of Maryland; F.N.C., Ph.D., University of Utah

HEWITT, A. S. (1991),
Professor of Chemistry and Biochemistry
B.A., University of Wisconsin-Madison; M.A., M.Phil., Ph.D., Columbia University

HEY, CHRISTOPHER C. (1996),
Psychiatrist, Student Health Center
M.D., University of Texas

HICKOK, JOHN (1997),
Associate Librarian
B.A., Brigham Young University; M.L.I.S., University of California, Los Angeles; M.A.-TESOL, California State University Los Angeles

HICKS, DAN (2002),
Head Wrestling Coach
B.S., M.S., Oregon State University

HIGHTOWER, JAMES K. (1969),
Associate Professor of Information Systems and Decision Sciences
A.B., Kalamazoo College; M.A., Ph.D., Claremont Graduate School

HILLMAN, PAMELA (2003),
Vice President for University Advancement
B.A., California State University, Northridge; M.B.A., California Lutheran University

HIMMELHEBER, EVE (2004),
Assistant Professor of Theatre and Dance
B.F.A., University of Arizona; M.F.A., California State University, Fullerton

HIPOLITO, JANE W. (1968),
Professor of English, Comparative Literature and Linguistics
A.B., University of California, Riverside; M.A., Ph.D., University of California, Los Angeles

HIRSCH, ALBERT J. (1966),
Professor of Accounting
B.A., M.S., Pennsylvania State University; Ph.D., University of Illinois

HOBSON, LEIGH (2001),
Lecturer in Child and Adolescent Studies
B.A., Mary Washington College; M.A., M.S., California State University, Fullerton

HOBSON, WAYNE K. (1973),
Professor of American Studies; and Director, University Honors Program
B.A., University of Oregon; M.A.T., Reed College; M.A., Ph.D., Stanford University

HOESE, WILLIAM J. (2000),
Assistant Professor of Biological Science
B.A., M.S., Stanford University; Ph.D., Duke University

HOFMANN, JAMES R. (1983),
Professor of Liberal Studies; and Chair, Department of Liberal Studies
B.S., St. John's University; M.S., University of Minnesota; Ph.D., University of Pittsburgh

HOGARTH, MARGARET (2001),
Assistant Librarian
B.A., University of California, Santa Barbara; M.L.S., San Jose State University

HOLLAND, ARNOLD A. (1998),
Associate Professor of Art
B.F.A., Arizona State University; M.F.A., Virginia Commonwealth University

HOLLIDAY, ALLEN D. (2001),
Lecturer in Computer Science
B.S., California State University, Los Angeles; M.S., West Coast University

HOLLIDAY, FLOYD L. (1984),
Lecturer in Computer Science
B.A., M.S., California State University, Long Beach

HOLMES, F. OWEN, JR. (1985),
Associate Vice President, Public Affairs and Government Relations
B.A., University of South Carolina; M.A., California State University, Fullerton

HOOPER, BARBARA (1970),
University Articulation/Project Officer
B.A., M.P.A., California State University, Fullerton

HOPKINS-PARHAM, DAVIDA (1998),
Executive Assistant to the Vice President, Academic Affairs
B.A., Douglass College, Rutgers University

HORN, MICHAEL H. (1970),
Professor of Biological Science
B.S., Northeastern State College; M.S., University of Oklahoma; Ph.D., Harvard University

HORTON, MARYANNE (2004),
Director of Development, College of Engineering and Computer Science
M.B.A., University of California, Los Angeles

HOTH, GERALD B. (1990),
Professor of Accounting
B.S., M.Acc., Utah State University; Ph.D., University of Colorado

HOUSEWRIGHT, ELIZABETH D. (1995),
Acting Associate University Librarian
B.A., Cornell University; M.A., California State University, Fullerton; M.L.S., San Jose State University

HOUTMAN, ANNE M. (2003),
Associate Professor of Biological Science
B.A., Pomona College; M.A., University of California, Los Angeles; Ph.D., University of Oxford

HOWARD, LT. COL. WILLIAM
Coordinator, Military Science Program

HUBBARD, BENJAMIN J. (1985),
Professor of Comparative Religion
B.A.Ed., Seattle University; M.A., Marquette University; Ph.D., University of Iowa

HUER, MARY B. (1990),
Professor of Human Communications Studies
A.B., A.M., Ph.D., Indiana University

HUGHES, RONALD E. (1972),
Professor of Sociology
A.A., Long Beach City College; B.A., M.A., California State University, Fullerton; Ph.D., University of California, Los Angeles

HUGSTAD, PAUL S. (1973),
Professor of Marketing
B.A., St. Olaf College; M.B.A., University of Arizona; Ph.D., University of Wisconsin

HUIZINGA, DOROTA M. (1991),
Acting Associate Dean, College of Engineering and Computer Science; and Associate Professor of Computer Science
M.Sc., Technical University of Warsaw; M.B.A., University of Arizona; Ph.D., University of Wisconsin

IBSON, JOHN D. (1972),
Professor of American Studies
A.B., University of California, Davis; M.A., Ph.D., Brandeis University

INNES, ROBIN D. (1988),
Director, Employee Training and Development, Human Resources
B.S., Arizona State University

ISRAELY, HILLA K. (1972),
Associate Professor of Sociology
B.A., The Hebrew University; M.A., Ph.D., University of California, Los Angeles

IVERS, KAREN S. (1994),
Professor of Elementary and Bilingual Education; and Chair, Elementary and Bilingual Education
B.A., M.S., California State University, Fullerton; Ph.D., University of Southern Florida

JACKSON, VENNITA (1990),
Financial Manager, Office of the President

JACOBSEN, SUSAN L. (1990),
Associate Professor of English, Comparative Literature and Linguistics
B.A., Buena Vista College; M.A., Syracuse University; Ph.D., University of Iowa

JACOBSON, MARY (1981),
Senior Director, Strategic Planning and Board Relations
B.A., M.A., California State University, Fullerton

JACOBSON, PERRY E. (1963),
Professor of Sociology
B.A., Hamline University; M.S., Iowa State University; Ph.D., University of Minnesota

JAMES, STEVEN R. (2003),
Assistant Professor of Anthropology
B.A., University of California, Berkeley; M.A., University of Utah; Ph.D., Arizona State University

JAMSHIDIAN, MORTAZA (2002),
Associate Professor of Mathematics
B.S., California State Polytechnic University, Pomona; M.A., Ph.D., University of California, Los Angeles

JASIN, JOANNE (1984),
Associate Professor of English, Comparative Literature and Linguistics
B.A., M.A., Florida Atlantic University; Ph.D., Tulane University

JASPER, LAWRENCE G. (1981),
Professor of Theatre and Dance
B.A., California State University, Sacramento; M.A., University of California, Santa Barbara; Ph.D., University of Kansas

JAYAWEERA, KOLF O. (1990),
Dean, College of Natural Sciences and Mathematics; and Professor of Physics
B.S., University of Sri Lanka; Ph.D., University of London

JENKINS, JIMMIE E. (1981),
Professor of Art
B.F.A., Murray State University; M.F.A., Syracuse University

JENKINS, SHELLEY L. (2000),
Lecturer in Radio-TV-Film
B.A., Murray State University; M.A., California State University, Fullerton

JEREMIAH, MARYALYCE (1985),
Head Coach, Women's Basketball
B.A., Cedarville College; B.S., Central State University; M.A., Ph.D., Ohio State University

JEWETT, JADE M. (1992),
Associate Professor of Art
B.F.A., Virginia Commonwealth University; M.F.A., Tyler School of Art

JO, CHANG-HYUN (2002),
Associate Professor of Computer Science
B.A., Sungkyunkwan University; M.S., Ph.D., Oklahoma State University

JOHNSON, CAROLYN E. (1972),
Associate Professor of Communications
B.A., Augsburg College; M.A., Ph.D., American University

JOHNSON, DENISE (1991),
Director, Human Resource Operations
B.A., California Polytechnic State University, Pomona

JOHNSON, GENE R. (2003),
Lecturer in CalStateTeach
B.A., Carthage College; M.Div., Illinois State University; E.D., Evangelical Theological Seminary

JOHNSON, LAWRENCE (1980),
Professor of Art; and Chair, Department of Art
B.A., M.A., California State University, Fullerton

JOHNSON, ROBIN E. (1980),
Professor of Theatre and Dance
B.A., University of California, Santa Barbara; M.F.A., University of Utah

JOHNSON, SARA E. (2000),
Assistant Professor of Anthropology
B.S., Bucknell University; M.A., Ph.D., University of New Mexico

JOHNSON, THOMAS W. (1981),
Associate Dean, Academic Programs, College of Business and Economics; and Professor of Management
B.S., Valparaiso University; M.A., Ph.D., University of Illinois

JOHNSTON, MELODY (1994),
Associate Dean (Acting), University Extended Education
B.S., Northern Illinois University; M.A., George Washington University

JOHNSTONE, MARIE C. (2001),
Lecturer in CalStateTeach
B.A., M.S., Mount St. Mary's College; M.Ed., University of Seattle; Ed.D., Pepperdine University

JONES, C. JESSIE E. (1992),
Professor of Health Science
B.S., California State Polytechnic University, Pomona; M.S., California State University, Long Beach; Ph.D., Ohio State University

JONES, CLARIS E. (1969),
Professor of Biological Science
B.S., Ohio University; Ph.D., Indiana University

JONES, LISA D. (2002),
Assistant Dean, Student Affairs, College of Engineering and Computer Science
B.A., University of Virginia; M.Ed., University of South Carolina

JONES, PAMELA (2003),
Director of Development, Athletics
M.A., University of Redlands

JONES, ROBERT M. (1973),
Lecturer in Marketing
B.A., M.B.A., University of Southern California

JOYCE, MARY L. (2002),
Professor of Marketing
B.S., B.A., M.B.A., California State University, Sacramento; D.B.A., University of Kentucky

JUNN, ELLEN N. (1991),
Associate Dean, College of Health and Human Development; and Professor of Child and Adolescent Studies;
B.S., University of Michigan; M.A., Ph.D., Princeton University

JU-PAK, KUEN H. (1995),
Associate Professor of Communications
B.S., Ewha Woman's University; M.A., Ph.D., University of Texas

KACHNER, SUSAN (1980),
Director, Administrative Systems
B.A., M.S., University of California, Los Angeles

KAHN, GALE P. (1998),
Lecturer in Elementary and Bilingual Education
B.A., University of California, Los Angeles; M.A., Fresno Pacific University

KAMAKA, RONALD K. (1998),
Men's and Women's Assistant Track and Field Coach
A.A., Santa Rosa Junior College; B.A., Sonoma State University

KANEL, KRISTI L. (1997),
Associate Professor of Human Services
B.S., M.S., California State University, Fullerton; Ph.D., University of Southern California

KANG, JINA (2002),
Assistant Professor of Management
B.S., Korea Advanced Institute of Science; M.B.A., The Wharton School; Ph.D., University of California, Los Angeles

KANTARDJIEFF, KATHERINE (1989),
Professor of Chemistry and Biochemistry
B.S., University of Southern California; M.S., Ph.C., Ph.D., University of California, Los Angeles

KAPOOR, BHUSHAN L. (1983),
Professor of Information Systems and Decision Sciences
M.A., Ph.D., Punjab University

KARAN, VIJAY (1999),
Professor of Accounting
B.A., Osmania University, India; M.P.A., Ph.D., The University of Texas

KARES, GLADYS M. (1978),
Professor of Theatre and Dance
B.A., California State University, San Francisco; M.A., University of California, Los Angeles

KARGE, BELINDA D. (1996),
Professor of Special Education; and Chair, Department of Special Education
A.A., Long Beach City College; B.A., University of California, Los Angeles; M.A., Ph.D., University of California, Riverside

KARIM, DEWAN R. (2001),
Lecturer in Management
M.A., University of Dhaka, Bangladesh; M.B.A., Michigan State University

KASTNER, DONNA J. (2001),
Lecturer in Computer Science
B.S., University of California, Irvine; M.S., Ph.D., Rutgers University

KAYE, ALAN S. (1971),
Professor of English, Comparative Literature and Linguistics
B.A., University of California, Los Angeles; M.A., Ph.D., University of California, Berkeley

KEARNEY, JUNE F. (1995),
Assistant Director of Athletics, Compliance
B.S., Taylor University; M.Ed., Wittenberg University; Ph.D., The Ohio State University

KEE, DANIEL W. (1980),
Professor of Psychology; and Chair, Department of Psychology
A.A., M.A., Ph.D., University of California, Berkeley

KEIG, PATRICIA F. (1988),
Associate Professor of Elementary and Bilingual Education
A.B., University of California, Santa Cruz; M.Ed., DePaul University; Ph.D., Pennsylvania State University

KELLY, HILARIE (2001),
Assistant Professor of Anthropology
B.A., M.A., Ph.D., University of California, Los Angeles

KELLY, MARY A. (2004),
Lecturer in Nursing; Coordinator, School Health Nursing
A.A., Weber State College; B.S.N., M.S.N., University of Utah

KERSEY, ROBERT D. (1997),
Professor of Kinesiology
B.S., Oregon State University; M.S., University of Arizona; Ph.D., University of New Mexico

KHAKOO, MURTADHA A. (1989),
Professor of Physics
B.Sc., Ph.D., University College, London

KHAN (SRINIVASAN), CHANDRA (2002),
Assistant Professor of Chemistry and Biochemistry
B.Sc., M.Sc., St. Joseph's College, India; Ph.D., Loyola University

KIDD, MARGARET L. (2003),
Assistant Professor of Mathematics
B.A., Fontbonne College; M.A., Columbia University

KIM, KUN-JANG J. (1986),
Professor of Accounting
B.A., So-Gang University; M.C., University of Richmond; D.B.A., University of Kentucky

KIM, SEI-WAN (2001),
Assistant Professor of Economics
B.S., M.A., Yonsei University, Korea; Ph.D., Texas A&M University

KIM-GOH, MIKYONG (1992),
Associate Professor of Human Services; and Chair, Department of Human Services
B.A., Pomona College; M.S.W., Ph.D., University of California, Berkeley

KIM-HAN, JEANNIE (1995),
Director (Acting), Center for Internships and Service-Learning
B.A., University of California, Los Angeles

KING, CYNTHIA M. (1996),
Associate Professor of Communications
A.A., Pasadena City College; B.S., M.S., Florida State University; Ph.D., University of Alabama

KING, JUDITH
Chief of Police/Director, Public Safety
B.S., California State University, Long Beach; M.P.A., Virginia Polytechnic Institute and State University

KIRBY, MATTHEW E. (2002),
Assistant Professor of Geological Sciences
B.A., Hamilton College; M.Sc., University of Colorado; Ph.D., Syracuse University

KIRTMAN, LISA D. (2000),
Assistant Professor of Elementary and Bilingual Education
B.A., M.Ed., University of California, Los Angeles; Ph.D., University of California, Berkeley

KISTNER, LEONARD J. (2004),
Lecturer in Marketing
B.A., John Hopkins; M.B.A., American Graduate School of International Management

KITSELMAN, KURT P. (1981),
Professor of Human Communications Studies; and Chair, Department of Human Communications Studies
B.S., University of California, Irvine; M.S., California State University, Fullerton; Ph.D., University of California, Santa Barbara/San Francisco

KLAMMER, THOMAS P. (1971),
Dean, College of Humanities and Social Sciences; and Professor of English and Comparative Literature
B.A., Concordia College; M.A., Ph.D., University of Michigan

KLASSEN, VURYL J. (1965),
Professor of Mathematics
B.A., Butler University; M.S., Ph.D., University of Arizona

KLEINER, BRIAN H. (1977),
Professor of Management
B.S., Drexel University; M.B.A., Ph.D., University of California, Los Angeles

KNOTT, DIANE C. (1991),
Professor of Geological Sciences; and Chair, Department of Geological Sciences
B.S., University of California, Los Angeles; M.S., Ph.D., California Institute of Technology

KNOTT, JEFFREY R. (2001),
Assistant Professor of Geological Sciences
B.S., University of California, Los Angeles; M.S., California State University, Los Angeles; Ph.D., University of California, Riverside

KNUTSON-MILLER, KARI A. (1999),
Assistant Professor of Child and Adolescent Studies
B.S., M.S., University of Wisconsin; Ph.D., Arizona State University

KO, BONGSHIN (2000),
Assistant Professor of Music
B.M., New England Conservatory; M.M., D.M.A., University of Southern California

KO, KENNETH (2002),
Women's Assistant Volleyball Coach
B.S., University of California, Davis

KOCH, ROBERT A. (1976),
Professor of Biological Science; and Chair, Department of Biological Science
B.S., Eckerd College; M.S., Ph.D., Florida State University

KOEGEL, JOHN (2001),
Associate Professor of Music
B.A., Cal State Northridge; M.A., Cal State Los Angeles; M.Phil., University of Cambridge; Ph.D., Claremont Graduate University

KOHLI, CHIRANJEEV S. (1992),
Professor of Marketing
B.E., Delhi College of Engineering; M.B.A., Indian Institute of Management; Ph.D., Indiana University

KOPECKY, LISA M. (2002),
Director, Budget for Academic Affairs

KOSER, KATHY (1987),
Associate Professor of Health Science; and Chair, Department of Kinesiology
B.S., California State University, Long Beach; M.S.P.H., Dr.P.H., University of California, Los Angeles

KOTTLER, ELLEN (2001),
Lecturer in Secondary Education
B.A., University of Michigan; M.A., Eastern Michigan University; Ed.S., University of Nevada-Las Vegas

KOTTLER, JEFFREY A. (2001),
Professor of Counseling; and Chair, Department of Counseling
B.A., Oakland University; M.A., Wayne State University; Ph.D., University of Virginia

KRAMPE, EDYTHE M. (2001),
Lecturer in Sociology
B.A., Wheaton College; M.S., Ph.D., University of Southern California, Los Angeles

KREINER, JESA H. (1969),
Professor of Mechanical Engineering
Diplom Ingineur, University of Belgrade; Ph.D., Oklahoma State University

KRISHNAMURTHI, MALINI (1999),
Lecturer in Information Systems and Decision Sciences
B.A., M.A., University of Bombay; M.S., Ph.D., Claremont Graduate School

KROFF, LINDA A. (1999),
Professor of Art
B.A., University of Colorado; M.F.A., School of The Art Institute of Chicago

KUNG, MABEL T. (1981),
Professor of Information Systems and Decision Sciences
B.A., College of Mt. St. Vincent; Ph.D., University of Texas

KUO, JIH-FEN (1995),
Professor of Civil and Environmental Engineering
B.S., National Taiwan University; M.S., University of Wyoming; M.S., Ph.D., University of Southern California

KUSHELL, ELLIOT N. (1977),
Professor of Management
B.A., California State University, Long Beach; M.A., Ph.D., University of Hawaii

KWON, YOUNG D. (1969),
Professor of Electrical Engineering
B.S., M.S., Seoul National University; Ph.D., University of New Mexico

LAGERBERG, DONALD E. (1968),
Professor of Art
A.B., M.A., University of California, Los Angeles

LAGUNA, BARBARA L. (1989),
Lecturer in Computer Science
A.A., Fullerton College; B.A., University of California, Santa Barbara; M.S., California State University, Fullerton

LAGUNA, PATRICIA L. (1992),
Associate Professor of Kinesiology
B.S., Northern Arizona University; M.S., California State University, Fullerton; Ph.D., University of Southern California

LAI, TSONG-YUE J. (1991),
Professor of Finance
B.S., National Taiwan University; M.A., The University of Rochester; M.B.A., State University of New York; Ph.D., Yale University

LAKHANPAL, BHARAT (1985),
Professor of Information Systems and Decision Sciences
B.Sc., M.B.A., University of Delhi; M.B.A., University of California, Los Angeles; Ph.D., University of California, Irvine

LAMB, DANA J. (1987),
Professor of Art
B.A., M.A., California State University, Fullerton

LANCELOTTI, MATTHEW P. (2004),
Associate Professor of Marketing
B.A., University of Southern California-Santa Cruz; M.B.A., Ph.D., University of Southern California

LANGE, IRENE L. (1965),
Professor of Marketing; and Chair, Department of Marketing
B.S., M.S., Ph.D., University of Illinois

LARSEN, SUSAN M. (2003),
Assistant Professor of Human Services
B.A., California State University, Fullerton; M.S., California State University, Long Beach

LASLEY, JAMES R. (1988),
Professor of Criminal Justice
B.A., San Jose State University; M.A., Ph.D., Claremont Graduate School

LASSWELL, SUSAN (1996),
Director, Information Technology Communications, Titan Card
A.B., University of California, Irvine; M.A., Chapman University

LATHAM, CHRISTINE L. (1998),
Professor of Nursing
B.S., University of Wisconsin; M.S., California State University, Long Beach; D.N.Sc., University of San Diego

LATON, WILLIAM R. (2000),
Assistant Professor of Geological Sciences
B.A., Saint Cloud State University; M.S., Ph.D., Western Michigan University

LAU, WILLIAM W. (1976),
Professor of Information Systems and Decision Sciences
B.S., City College of New York; M.S., Ph.D., New York University

LAWRENCE, DEBORAH J. (1991),
Associate Professor of English, Comparative Literature and Linguistics
B.A., University of Puget Sound; M.A., California State University, Sacramento; Ph.D., Claremont Graduate School

LAWRENCE, JOHN A. (1973),
Professor of Information Systems and Decision Sciences
B.S., Cornell University; M.S., Ph.D., University of California, Berkeley

LEE, BYUNG H. (2001),
Associate Professor of Management
B.A., M.B.A., Yonsei University, South Korea; M.B.A., University of South Carolina; Ph.D., Indiana University

LEE, CHARLES H. (1999),
Associate Professor of Mathematics
B.S., M.S., Ph.D., University of California

LEE, DONG W. (2003),
Lecturer in Economics
B.S., California State Polytechnic University, Pomona; M.B.A., Claremont Graduate School

LEE, JOYCE A. (2000),
Associate Professor of Educational Leadership
B.A., Ithaca College; M.A., M.A., Ed.D., Teachers College, Columbia University

LEGE, GERALD F. (2003),
Assistant Professor of Mathematics
A.B., University of California, Berkeley; M.A., Columbia University

LEIGHTONG, JOHN R. (2003),
Associate Professor of Art
B.A., California State University, Fullerton; M.F.A., California College of Arts and Crafts

LEIJA, CARLOS (1998),
Executive Director, Alumni Relations
Ph.D., L.A. College of Chiropractic

LESTER, PAUL M. (1990),
Professor of Communications
B.J., University of Texas at Austin; M.A., University of Minnesota; Ph.D., Indiana University

LETT, WILLIAM F. (1999),
Lecturer in Theatre and Dance
B.F.A., University of Arizona

LEUTHESSER, LANCE (1990),
Professor of Marketing
B.S., M.B.A., Florida Atlantic University; Ph.D., University of Texas at Austin

LEVESQUE, PAUL J. (2000),
Assistant Professor of Comparative Religion
B.A., M.A., The Catholic University of America; M.A., Ph.D., Katholieke Universiteit, Leuven

LEVINE, JOAN L. (2001),
Lecturer in Special Education
A.A., Los Angeles Community College; B.A., University of California; M.A., Cal State Northridge; Ph.D., Columbia Pacific University

LEVY, JASON (2000),
Men's Assistant Basketball Coach
B.A., California State University, Northridge

LEWIS, KATHY J. (2001),
Lecturer in Mathematics
B.A., M.A., California State University, Fullerton

LEWIS, LEA BETH (2001),
Assistant Dean, Student Affairs, College of Business and Economics
Ph.D., University of Southern California

LI, EDITH C. (1985),
Professor of Human Communications Studies
B.A., University of Southern California; M.A., Ph.D., Northwestern University

LI, YUMING (1992),
Professor of Finance
M.S., Shanghai Jiao Tong University; M.S., University of British Columbia; Ph.D., University of Chicago

LI, ZHUANGJIE (2003),
Assistant Professor of Chemistry and Biochemistry
B.S., South China Institute of Technology; M.S., Western Michigan University; Ph.D., Wayne State University

LIGHT, STEPHENIE (1996),
Director of Stewardship & Events
B.A., California State University, Fullerton

LIN, GEORGE S. (1983),
Professor of Civil and Environmental Engineering
B.S., National Taiwan University; M.S., Kansas State University; D.Sc., Columbia University

LINDER, MARIA C. (1977),
Professor of Chemistry and Biochemistry; and Chair, Department of Chemistry and Biochemistry
B.A., Vassar College; Ph.D., Harvard University

LING, DAVINA C. (2003),
Assistant Professor of Economics
B.A., Wellesley College; Ph.D., Masschusetts Institute of Technology

LIONELLO, CAROL A. (2002),
Lecturer in Elementary and Bilingual Education
B.A., California State University, Fullerton; M.S., Pepperdine University

LIPPA, RICHARD A. (1976),
Professor of Psychology
B.A., University of Pennsylvania; Ph.D., Stanford University

LIVERPOOL, JOHN D. (1973),
Counselor in Disabled Student Services
B.S., California State University, Fullerton; M.A., Chapman College

LIZARRAGA, SERGIO (1988),
Associate Professor of Art
B.A., M.A., California State University, Fullerton

LLOYD, WILLIAM J. (1985),
Professor of Geography
B.A., Syracuse University; M.A., University of Arizona; Ph.D., University of California, Los Angeles

LOCKWOOD, DEBRA G. (2000),
Assistant Professor of Theatre and Dance
B.A., M.F.A., University of Southern California

LODYGA, RICHARD (1998),
Director, Science Education Program

LOEWY, DANA (1996),
Lecturer in Business Writing Program
M.A., Rheinische Friedrich-Wilhelms-Universitat; M.A., Ph.D., University of Southern California

LOIS, RODRIGO I. (1991),
Associate Professor of Biological Science
B.A., M.A., University of California, Riverside; Ph.D., University of California, Los Angeles

LOPEZ, MARK (2000),
Executive Assistant, Finance, Administration
M.P.A., University of Texas

LOVE, GAIL D. (2001),
Assistant Professor of Communications
B.A., University of Alabama; M.A., Temple University; Ph.D., University of Southern California

LOVELL, JARRET S. (2002),
Assistant Professor of Criminal Justice
B.A., University of California, Irvine; M.A., Ph.D., Rutgers University

LOVERUDE, MICHAEL E. (1999),
Assistant Professor of Physics
B.A., Carleton College; M.S., University of Washington

LU, WEILI (1996),
Assistant Professor of Finance; and Director, Center for Insurance Studies
B.A., M.A., Nankai University; M.S., Ph.D., University of Illinois at Urbana-Champaign

LUZI, ANDREW D. (1990),
Professor of Accounting
B.A., B.S., Ohio State University; M.S., Ph.D., University of Kansas

LUZZI, MARGARET (1989),
Director, Program Research and Development, University Extended Education
B.A., Whittier College; M.A., California State University, Fullerton

LYNCH, ANTHONY (1996),
Director, Campus Dining
A.A., Mount San Antonio College; B.A., University of Chicago

LYNN, R. JOHN (2002),
Executive Director, Human Resources
B.S., M.S., Gonzaga University

LYSTRA, KAREN A. (1973),
Professor of American Studies
B.A., University of the Pacific; M.A., Ph.D., Case Western Reserve University

MACKENZIE, ALEXANDER C. (1982),
Associate Professor of Theatre and Dance
B.A., John Carroll University; M.A., University of Florida; Ph.D., Case Western Reserve University

MADSEN, PAMELA A. (1999),
Assistant Professor of Music
B.A., M.A., Ph.D., University of California, San Diego

MAINE, EDWARD W. (2001),
Lecturer in Liberal Studies
B.A., California State University, Fullerton; M.A., Ph.D., Claremont Graduate School

MALINOWSKI, TERESA M. (1982),
Librarian
B.A., State University of New York, Buffalo; M.L.S., State University of New York, Geneseo

MALLICOAT, STACY L. (2003),
Assistant Professor of Criminal Justice
B.A., Pacifica Lutheran University

MALONEY, TIMOTHY E. (2003),
Assistant Professor of Radio-TV-Film
B.S., Northwestern University; M.F.A., University of Southern California

MANDE, VIVEK (2002),
Professor of Accounting
B.A., University of Madras; M.S., Washington State University; Ph.D., University of California, Los Angeles

MANOOCHEHRI, GHASEM (1981),
Professor of Management; and Chair, Department of Management
B.A., Tehran Business College; M.B.A., Ph.D., Louisiana State University

MANRIQUEZ, CHRIS (1985),
Director, Desktop Computing
B.A., M.A., California State University, Dominguez Hills; Ph.D., University of California, Los Angeles

MANZO, ANTHONY V. (2001),
Professor of Reading
B.A., St. John's University; M.S., Hofstra University; Ph.D., Syracuse University

MANZO, ULA (2001),
Associate Professor of Reading
B.A., Park College; M.A., Ph.D., University of Missouri-Kansas City

MARCINKEVICZ, MIKE (1998),
Director, Network Applications
B.S., California State University, Fullerton

MARCOULIDES, GEORGE A. (1988),
Professor of Information Systems and Decision Sciences
B.A., M.A., California State University, Dominguez Hills; Ph.D., University of California, Los Angeles

MARCOULIDES, LAURA D. (2000),
Lecturer in Information Systems and Decision Sciences
B.A., M.P.A., California State University, Dominguez Hills

MARELICH, WILLIAM D. (1999),
Assistant Professor of Psychology
B.A., M.A., California State University, Sacramento; Ph.D., Claremont University

MARTINEZ, CYNTHIA (2000),
Counselor, Counseling and Psychological Services
A.A., Mt. San Antonio College; B.A., M.S., California State University, Los Angeles; Ph.D., University of Southern California

MARTINEZ-CRUZ, ARMANDO M. (2000),
Professor of Mathematics
B.S., National University of Mexico; M.A., Ph.D., Ohio State University

MASSEY, JOSEPH E. (2002),
Assistant Professor of Communications
B.A., University of Oklahoma; M.A., Ph.D., University of Arizona

MATSUMOTO, KEIJI (1985),
Associate Professor of Modern Languages and Literatures
B.A., Kyoto University of Education; B.A., University of California, Los Angeles; M.A., Ph.D., University of Southern California

MATTHEWSON, DONALD J. (2001),
Lecturer in Political Science
B.A., California State University, Northridge; M.A., University of Hawaii; Ph.D., University of California, Riverside

MATZ, S. IRENE I. (1998),
Assistant Professor of Human Communications Studies
A.A., Cypress College; B.A., M.A., California State University, Fullerton; Ph.D., Claremont Graduate University

MAX, JULIANA W. (1994),
Head Athletic Trainer
A.A., Fullerton College; B.S., California State University, Fullerton; M.Ed., Azusa Pacific University; Ph.D., University of California, Irvine

MAYES, THOMAS T. (1984),
Professor of Management
B.A., University of Louisville; M.B.A., California State University, Long Beach; Ph.D., University of California, Irvine

MAYFIELD, CHRISTINE A. (2001),
Lecturer in Elementary and Bilingual Education
B.S., M.S., California State University, Fullerton

MCCABE, ROBERT (1990),
Professor of Accounting
B.B.A., University of Detroit; M.B.A., Wayne State University; Ph.D., University of Colorado

MCCONNELL, BARBARLY K. (2001),
Senior Assistant Librarian
B.A., Wellesley College; M.S.L.S., University of North Carolina at Chapel Hill

MCCONNELL, BENITA R. (2002),
Lecturer in Nursing
B.S.N., Columbia University; M.S.N., University of California, Los Angeles

MCCONNELL, CRAIG S. (2000),
Assistant Professor of Liberal Studies
B.A., University of Colorado, Denver; M.A., North Carolina State University; M.A., University of Wisconsin; Ph.D., University of Wisconsin, Madison

McCRACKEN, DEBORAH (1993),
Director, Financial Aid
B.S., California State University, Long Beach

MCCREA, HEATHER L. (2003),
Assistant Professor of History
B.A., Wichita State University; M.A., Ph.D., State University of New York

MCDANIEL, KENDRICK (2004),
Men's/Women's Track and Field Assistant Coach
B.A., Pittsburg State University

McDOWELL, BARBARA (1983),
Director, Women's/Adult Reentry Center
B.A., M.S., California State University, Fullerton

MCGEE, MICHAEL J. (1992),
Professor of Art
A.A., Fullerton College; B.A., California State University, Fullerton; M.F.A., University of California, Irvine

MCGILL, ROSEMARY A. (1999),
Senior Assistant Librarian
B.A., Dalhousie University; M.L.S., San Jose State University

McKEE, HARVEY A. (1970),
Executive Director, Associated Students, CSUF, Inc.
B.A., California State University, Northridge

McKINLEY, KAREN (1995),
Director, Summer Session and Special Sessions, University Extended Education
B.S., California Polytechnic State University, Pomona; M.A., University of California, Los Angeles

MCLAIN, ROBERT A. (2003),
Assistant Professor of History
B.B.A., Mississippi State University; M.A., University of Southern Mississippi; Ph.D., University of Illinois

MCMAHAN, SHARI G. (2000),
Professor of Health Science; and Chair, Department of Health Science
B.A., University of California, Irvine; M.S., California State University, Northridge; Ph.D., University of California, Irvine

MEAD, ROBERT W. (1998),
Assistant Professor of Economics
B.A., University of Oregon; Ph.D., University of Pittsburgh

MEARNS, JOHN D. (1992),
Professor of Psychology
B.A., Pomona College; M.A., Ph.D., University of Connecticut

MECHANIC, MINDY B. (2002),
Assistant Professor of Psychology
B.A., University of California, Los Angeles; M.A., Ph.D., University of Illinois

MEDNICK, BARRY L. (2002),
Lecturer in Information Systems and Decision Sciences
B.S., M.S., Columbia University; M.S., University of California, Berkeley

MEEHAN, KEVIN E. (1997),
Assistant Professor of Criminal Justice
B.S., Virginia Polytechnic Institute; M.A., Ph.D., University of California, Irvine

MELTON, JOAN S. (1996),
Professor of Theatre and Dance
B.S., M.M., University of Mississippi; Ph.D., University of North Carolina

MERRILL, VINCENT C. (2002),
Assistant Professor of Health Science
B.A., Ph.D., University of California, Irvine

MESSER, KAREN S. (1987),
Professor of Mathematics
B.A., M.A., Harvard University; M.A., Ph.D., University of California, San Diego

METTLER, JAMES (1998),
Director, President's Scholars Program
M.A., Arizona State University

MEYER, CHRISTOPHER R. (1994),
Associate Professor of Chemistry and Biochemistry
B.A., California State University, Chico; Ph.D., University of California, Riverside

MEYER, WILLIAM D. (1984),
Professor of Theatre and Dance
B.S., University of Wisconsin; M.F.A., University of Georgia

MICHAELS, ROBERT J. (1968),
Professor of Economics
A.B., University of Chicago; Ph.D., University of California, Los Angeles

MICHALOPOULOS, DEMETRIOS A. (1971),
Professor of Computer Science; and Chair, Department of Computer Science
B.S., M.S., North Carolina State University; Ph.D., University of Southern California

MILLER, BARBARA A. (1998),
Senior Assistant Librarian
B.A., University of California, Los Angeles; M.L.S., San Diego State University

MILLER, PAUL K. (1975),
Director, Disabled Student Services
B.A., Grace College; M.Ed., Kent State University

MILLER, ROBERT C. (1974),
Professor of Accounting
B.Comm., University of Saskatchewan; M.B.A., Ph.D., University of Oregon

MILLER, TODD L. (1982),
Professor of Music
B.A., M.Mus., University of Southern California

MINH, DO L. (1984),
Professor of Information Systems and Decision Sciences
B.E., Ph.D., University of New South Wales

MINK, KANDY S. (1989),
Dean of Students
M.A., Moorhead State University

MIRSHAFIEI, MOHSEN (1985),
Associate Professor of English, Comparative Literature and Linguistics
B.A., University of Tehran; M.A., University of Panjab; M.A., Ph.D., University of Wales

MIYAHARA, ERIKO (2001),
Assistant Professor of Psychology
B.A., M.A., Kyoto University, Kyoto Japan; Ph.D., University of Chicago

MIYAKE, ROBERT (1980),
Assistant Dean, Academic Advisement, College of Business and Economics
B.A., California State University, Los Angeles

MOINI, HOSSEIN A. (1987),
Professor of Mechanical Engineering
B.S., Arya-Mehr University of Technology, Iran; M.S., Ph.D., University of California, Santa Barbara

MOLODOWITCH, MARIKO (1990),
Associate Professor of Computer Science
B.A., Harvard University; M.A., Ph.D., University of California, Los Angeles

MONTEYNE, KEREEN G. (2004),
Assistant Professor of Chemistry and Biochemistry
B.Sc., M.Sc., McMaster University

MOORE, CHARLES (1994),
Director, Enrollment Services Center
B.A., University of California, Davis; M.Ed., University of California, Los Angeles

MOORE, JEREMIAH W. (1973),
Director, Student Academic Services
B.A., Fisk University; M.S., University of Southern California; Ed.D., Pepperdine University

MOORE, THERON (2001),
Assistant Professor of Art
B.A., M.F.A, Pennsylvania State University

MORI, LISA T. (1991),
Associate Professor of Psychology
B.A., University of California, Irvine; M.A., Ph.D., University of Missouri

MORRIS, NORMA (1966),
Staff Assistant to the President
A.A., Fullerton College

MUGAMBI, HELEN N. (1989),
Associate Professor of English, Comparative Literature and Linguistics
B.A., M.A., Makerere University; Ph.D., Indiana University

MULLER-GOTAMA, FRANZ (1990),
Associate Professor of English, Comparative Literature and Linguistics
B.A., M.A., California State University, Fullerton; M.A., Ph.D., University of Southern California

MUMAW, CHRISTOPHER A. (1989),
Assistant Athletic Trainer
B.S., California State University, Fullerton; M.S., California State University, San Bernardino

MUNOZ, JUAN S. (2000),
Assistant Professor of Secondary Education
B.A., University of California, Santa Barbara; M.A., California State University, Los Angeles; Ph.D., University of California, Los Angeles

MURPHY-STRICKLAND, KATHY M. (1999),
Lecturer in Elementary and Bilingual Education
B.S., University of California, Los Angeles; M.S., California State University, Fullerton

MURRAY, STEVEN N. (1971),
Professor of Biological Science
B.A., M.A., University of California, Santa Barbara; Ph.D., University of California, Irvine

MUZZY, MILLY (2001),
Director of Development, College of the Arts
B.S., Woodbury University

NAGLER, MICHAEL (2000),
Head Strength/Conditioning Coach
B.S., Washington State University; M.S., University of Nevada, Los Vegas

NAISH, HOWARD F. (1988),
Professor of Economics
B.A., Oxford University; M.A., Ph.D., University of Southern California

NANES, ROGER (1972),
Professor of Physics; and Chair, Department of Physics
B.A., Harpur College, State University of New York at Binghamton; Ph.D., The Johns Hopkins University

NANJUNDAPPA, GANGADHARAPPA (1972),
Professor of Sociology
B.A., First Grade College; M.A., Karnatak University; Ph.D., University of Georgia

NAPPER, KATINA (2001),
Director, Faculty Affairs and Records
M.B.A., Claremont Graduate School

NASH, KENNETH M. (1974),
Counselor, Student Academic Services
B.A., M.C., Ph.D., Arizona State University

NAVARICK, DOUGLAS J. (1973),
Professor of Psychology
B.A., Harpur College, State University of New York at Binghamton; M.S., Rutgers University; Ph.D., University of California, San Diego

NEVADOMSKY, JOSEPH J. (1990),
Professor of Anthropology
B.A., University of California, San Diego; M.A., Ph.D., University of California, Berkeley

NEVELL, DAVID G. (2004),
Lecturer in Theatre and Dance
B.A., California State Polytechnic University, Pomona; M.F.A., University of California, Irvine

NEWBY, MICHAEL (1998),
Lecturer in Information Systems and Decision Sciences
B.S., University of London; M.S., University of Bradford; Ph.D., Curtin University

NEWCOMB, SHERRI L. (1987),
Executive Director, Budget and Planning
B.A., Augustana College

NEWMAN, ANDREW (2003),
Men's Assistant Basketball Coach
A.A., West Valley College; B.A., Azusa Pacific University

NEWTON, RAE R. (1972),
Professor of Sociology
B.A., M.A., Ph.D., University of California, Santa Barbara

NGUYEN, ANDREW (2002),
Lecturer in Mathematics
B.S., M.S., California State University, Fullerton

NGUYEN, THUY V. (2004),
Lecturer in Counseling
B.A., M.Ed., Ph.D., University of North Texas

NGUYEN, TRUYEN D. (2004),
Assistant Professor of Human Services
B.S., University of Texas; M.A., Dallas Baptist University; Ph.D., University of Texas

NOBLE, DEBRA L. (2000),
Assistant Professor of Theatre and Dance
B.A., M.F.A., University of Illinois

NOFFAL, GUILLERMO J. (1996),
Associate Professor of Kinesiology
B.A., M.A., University of California, San Diego; Ph.D., University of Western Australia

NOH, ELIZA S. (2003),
Assistant Professor of Asian-American Studies Program
B.A., Columbia University; M.A., University of California, Berkeley

NORBY, JONI M. (2002),
Lecturer in Business Writing Program; Assistant Dean, Administration, College of Business and Economics
B.S., Moorhead State University; M.B.A., Sam Houston State University

NORMAN, HARRY L. (1991),
Dean, University Extended Education
B.S., California State University, Long Beach; M.R.E., Talbot Theological Seminary; M.S., Ph.D., University of Arizona

NORMAN, KIMBERLY A. (1998),
Associate Professor of Elementary and Bilingual Education
B.A., Biola University; M.A., California State University, Fullerton; Ph.D., Stanford University

NORTHROP, ALANA (1977),
Professor of Political Science
B.A., Smith College; M.A., Ph.D., University of Chicago

NYAGGAH, MOUGO (1973),
Associate Professor of History
B.A., St. Mary's College of California; M.A., Ph.D., University of California, Berkeley

OHL, CORAL M. (1989),
Professor of Communications
B.F.A., Valdosta State College; M.A., Webster College; Ph.D., Florida State University

OKAWA, HEIZABURO (1980),
Head Men and Women's Fencing Coach
B.A., Chuo University, Japan

OLIVER, PAMELLA H. (2001),
Assistant Professor of Child and Adolescent Studies
B.A., University of California, Los Angeles; M.A., California State University, Fullerton; Ph.D., University of Southern California

OLIVER, RONALD E. (1998),
Associate Professor of Educational Leadership
B.A., Whittier College; M.A., Claremont Graduate School; M.Ed., Whittier College; Ph.D., Claremont Graduate School

OLSON, JERRY C. (1988),
Director, Titan Shops
B.A., Wertburg College

ORDONEZ JASIS, ROSARIO (2000),
Assistant Professor of Reading
B.A., California State University, Fullerton; M.A., University of California, Berkeley

O'REGAN, VALERIE R. (2004),
Lecturer in Political Science
A.S., Citrus College; B.A., California State Polytechnic University, Pomona; M.A., Ph.D., University of California, Riverside

OROZCO, LINDA C. (1999),
Professor of Educational Leadership
B.A., Whittier College; M.A., California State University, Long Beach; Ph.D., University of Minnesota

ORR, MARSHA E. (2003),
Lecturer in Nursing
B.S., Indiana University; M.S., Syracuse University

ORTIZ, ROBERT W. (1999),
Associate Professor of Special Education
B.S., California State University, Los Angeles; M.S., Ph.D., University of California, Los Angeles

OTHMER, PETER W. (1970),
Professor of Mechanical Engineering
B.S., Purdue University; M.S., Ph.D., University of California, Los Angeles

OUYANG, NORMA (2004)
Counselor in Career and Psychological Services
B.A., National Taiwan Normal University; M.B.A., Pacific States University; M.A., Ph.D., Azusa Pacific University

PADGETT, DONNA R. (2002),
Lecturer in Reading
A.A., Rio Hondo College; B.A., M.S., California State University, Fullerton

PAGNI, DAVID L. (1969),
Professor of Mathematics; and Director, GEAR-UP-Anaheim
A.B., California State University, Chico; M.S., University of Notre Dame; Ph.D., University of Wisconsin

PAHL, RONALD H. (1990),
Professor of Secondary Education
B.A., San Jose State University; M.A., California State University, Los Angeles; Ph.D., Indiana University

PALMER, ROBERT (1997),
Vice President for Student Affairs
B.S., M.S., Indiana University; Ph.D., State University of New York, Buffalo State College

PALMERINO, CLAIRE (1979),
Director, Academic Advising Services
B.A., M.A., California State University, Long Beach; Ph.D. University of California, Los Angeles

PANDIAN, JACOB (1972),
Professor of Anthropology
B.A., University of Madras; M.A., Northern Illinois University; M.A., Ph.D., Rice University

PARK, SEUNGWOOK (1999),
Associate Professor of Management
B.A., Yonsei University; M.B.A., Ph.D., Ohio State University

PARK, YONG-TAE (2000),
Associate Professor of Information Systems and Decision Sciences
B.A., Yeungnam University; M.S., Ball State University; Ph.D., Claremont Graduate School

PARK, YUN W. (2001),
Associate Professor of Finance
B.S., University of Toronto; M.S., University of Western Ontario; Ph.D., Queen's University

PARMAN, SUSAN M. (1988),
Professor of Anthropology; and Chair, Department of Anthropology
B.A., Antioch College; M.A., Ph.D., Rice University

PARRY, RICHARD O. (1999),
Assistant Professor of Management
B.A., University of Denver; J.D., Loyola Law School

PASTERNACK, BARRY A. (1977),
Professor of Information Systems and Decision Sciences; and Chair, Department of Information Systems and Decision Sciences
B.A., Antioch College; M.S., Ph.D., University of California, Berkeley

PATCHEN, TERRI R. (2002),
Assistant Professor of Elementary and Bilingual Education
B.A., M.A., M.A., Ph.D., University of California, Los Angeles

PATTON, LINDA W. (2002),
Director, Office of Grants and Contracts
B.S., M.S., Western Illinois University

PEALE, C. GEORGE (1989),
Professor of Modern Languages and Literatures
B.A., University of Southern California; M.A., University of Iowa; M.S., Pepperdine University; Ph.D., University of California, Irvine

PEARLSTONE, ZENA (1998),
Associate Professor of Art
B.A., University of Toronto; M.A., Ph.D., University of California, Los Angeles

PELAEZ, NANCY J. (1999),
Assistant Professor of Biological Science
B.S., Tulane University; Ph.D., Indiana University School of Medicine

PEREBINOSSOFF, PHILIPPE R. (2002),
Assistant Professor of Radio-TV-Film
B.A., Marietta College; M.A., Johns Hopkins University; Ph.D., University of Illinois

PERELL, KAREN L. (2002),
Associate Professor of Kinesiology
B.A., M.S., Ph.D., University of California, Los Angeles

PERETZ, PAUL (1989),
Professor of Political Science
B.A., Victoria University; M.A., Ph.D., University of Chicago

PEREZ, MICHAEL P. (2000),
Associate Professor of Sociology
A.A., Riverside Community College; B.S., M.A., Ph.D., University of California, Riverside

PEREZ-LINGGI, SANDRA M. (2000),
Assistant Professor of Modern Languages and Literatures; and Coordinator, Latin American Studies Program
B.A., University of San Diego; M.A., Ph.D., University of California, Los Angeles

PERREIRA, CHERYL (1997),
Director, Business Planning and Improvement
M.A., California State University, Fullerton

PERRY, SHARON K. (1969),
Associate Librarian
B.A., M.A., California State University, Fullerton; M.L.S., University of California, Los Angeles

PETERS, LAWRENCE F. (2000),
Lecturer in Theatre and Dance
B.A., California State College; M.F.A., University of Texas

PETRUZZI, CHRISTOPHER R. (1989),
Professor of Accounting
B.A., Wabash College; M.B.A., University of Chicago; Ph.D., University of Southern California

PHILLIPS, BARBARA M. (2003),
Assistant Professor of Special Education
B.S., M.S., Western Illinois University; Ph.D., University of Illinois

PHUNTSOG, NAWANG (1995),
Associate Professor of Elementary and Bilingual Education
B.S., Madras University, India; B.E., Panjab University, India; M.A., Delhi University, India; Ed.D., University of Massachusetts at Amherst

PIERCE, JOHN G. (1976),
Professor of Mathematics
B.S., Ph.D., Case Western Reserve University

PIERSON, MELINDA R. (2002),
Associate Professor of Special Education
B.A., Westmont College; M.S., California State University, Fullerton; Ph.D., University of California, Riverside

POLLARD, DENNIS J. (1999),
Lecturer in Economics
B.A., M.B.A., California State University, Fullerton; Ph.D., Claremont University

POLLARD, RICHARD C. (1987),
University Librarian
B.A., M.A., Stanford University; M.S.L.S., University of Southern California

POORKAJ, HOUSHANG (1965),
Professor of Sociology
B.A., M.A., Ph.D., University of Southern California

PORRAS-HEIN, NANCY (2000),
Assistant Professor of Chicana and Chicano Studies
B.A., California State University, Fullerton; Ph.D., University of California, Riverside

POWERS, JOHN (2001),
Lecturer in English, Comparative Literature and Linguistics
B.A., M.A., California State University, Fullerton

POWERS, KATHERINE S. (1998),
Associate Professor of Music
B.A., California State University, Long Beach; M.A., Ph.D., University of California, Santa Barbara

PRAITIS, IRENA A. (2001),
Assistant Professor of English, Comparative Literature and Linguistics
B.A., Carleton College; M.A., Washington University; Ph.D., Arizona State University

PRASADA RAO, MALLELA S. (2002),
Assistant Professor of Civil and Environmental Engineering
B.S., Nagarjuna University; M.S., Ph.D., Indian Institute of Technology

PRESCH, WILLIAM F. (1973),
Professor of Desert Studies Consortium; and Director, Desert Studies Consortium
B.S., M.A., San Diego State University; Ph.D., University of Southern California

PRINSKY, LORRAINE E. (1972),
Professor of Sociology
B.A., University of California, Los Angeles; M.A., Ph.D., University of California, Irvine

PRUNTY, PATRICIA A. (2003),
Assistant Professor of Music
B.F.A., Marshall University; M.M., Yale University

PULEO, PAT (1996),
Director, Education Programs, University Extended Education
B.M., California State University, Fullerton; M.A., University of San Francisco

PULLEN, RICHARD D. (1973),
Dean, College of Communications; and Professor of Communications
B.A., M.Ed., Linfield College; Ph.D., Southern Illinois University

PURI, ANIL K. (1977),
Dean, College of Business and Economics; and Professor of Economics
B.A., M.A., Punjab University; M.A., Ph.D., University of Minnesota

PURKAYASTHA, DIPANKAR (1990),
Associate Professor of Economics
B.A., Jadavpur University, India; M.A., Nehru University, India; Ph.D., Washington State University

PURKISS, SHARON L. (2000),
Assistant Professor of Management
B.S., University of North Carolina; M.B.A., Meredith College; Ph.D., Florida State University

PUTCHA, CHANDRASEKHAR S. (1981),
Professor of Civil and Environmental Engineering
B.Sc., Banaras Hindu University; M.Tech., Ph.D., Indian Institute of Technology, India

QIAN, MAIJIAN (1992),
Associate Professor of Mathematics
B.S., M.S., Nanking University; M.S., Ph.D., University of Washington

QUINN, BRIAN (2002),
Director, Intercollegiate Athletics
B.B.A., Loyola Marymount University; M.B.A., California State University, Long Beach

QUINN, KRISTINE M. (2001),
Lecturer in Elementary and Bilingual Education
B.A., California State University, San Bernardino; M.S., California State University, Fullerton

RAHMATIAN, MORTEZA (1988),
Professor of Economics; and Chair, Department of Economics
B.S., National University of Iran; M.S., Ph.D., University of Wyoming

RAMIREZ, ALFREDO Y. (1998),
Associate Professor of Secondary Education
A.A., Santa Barbara City College; B.A., San Diego State University; M.A., Loyola Marymount University; Ph.D., Indiana University-Bloomington

RANDALL, LYNDA E. (1990),
Professor of Secondary Education
B.S., Plymouth State College; M.S., Ph.D., Springfield College

RANGEL, JAVIER (2003),
Assistant Professor of Chicana and Chicano Studies
A.A., Imperial Valley College; B.A., M.A., San Diego State University; Ph.D., University of California, Los Angeles

RAUT, LAKSHMI K. (2000),
Associate Professor of Economics
B.S., University of Calcutta; M.A., M.Phil.; Ph.D., Yale University

RAVENNA, GEORGIANNA (2003),
Lecturer in CalStateTeach
B.A., University of California, Los Angeles; M.A., California State University, Northridge; M.S., University of Southern California

RAVIZZA, KENNETH H. (1977),
Professor of Kinesiology
B.S., Springfield College; M.A., Ph.D., University of Southern California

READ, MARY M. (2002),
Lecturer in Counseling
B.S., Philadelphia College of Bible; M.S., California State University, Fullerton

REDDY, CHENNAREDDY P. (1972),
Professor of Electrical Engineering
B.E., Andhra University; M.E., University of Roorkee; M.S., University of Hawaii; Ph.D., Southern Methodist University

REDHEAD, MARK A. (2003),
Assistant Professor of Political Science
B.A., Reed College; M.A., Ph.D., New School University

REEDY SOLANO, JEANETTE (2001),
Assistant Professor of Comparative Religion
B.A., Occidental College; M.A., Ph.D., University of Chicago

REINARD, JOHN C. (1990),
Professor of Human Communications Studies
B.A., M.A., California State University, Fullerton; Ph.D., University of Southern California

REISMAN, SOREL (1986),
Professor of Information Systems and Decision Sciences
B.A.Sc., M.A., Ph.D., University of Toronto

RENNE, CHRISTINE G. (2000),
Associate Professor of Elementary and Bilingual Education
B.A., M.A., Ph.D., University of California, Riverside

RENOLD, LOWELL C. (2000),
Assistant Professor of Human Services
B.A., University of Southern California; M.A., Claremont Graduate School; Ph.D., University of Southern California

REYNOLDS, WILLIAM H. (1994),
Head Women's Tennis Coach
A.A., Santa Barbara College; B.A., University of California, Santa Barbara

RHODES, BRADY P. (1985),
Associate Professor of Geological Sciences
B.S., Tufts University; M.S., University of Washington; Ph.D., University of Montana

RICH, ALLISON (2005),
Senior Associate Director, Intercollegiate Athletics
Ph.D., University of the Pacific

RICHERT, CATHERINE E. (2002),
Lecturer in Finance
A.B., University of California, Berkeley; M.B.A., California State University, Fullerton

RICHEY, DEBORA J. (1982),
Librarian
B.A., M.L.S., University of California, Los Angeles

RICHMOND, LYNNE (2000),
Director, American Language Program
B.A., M.A., California State University, Long Beach

RIKLI, ROBERTA E. (1972),
Dean, College of Health and Human Development; and Professor of Kinesiology
B.S., Phillips University; M.S., Indiana University; Ph.D., University of Colorado

RIMMER, ANTHONY T. (1987),
Professor of Communications
B.Ag.Sc., Massey University, New Zealand; M.A., University of North Carolina; Ph.D., University of Texas at Austin

RINGL, KAREN K. (2002),
Lecturer in Nursing
Diploma, Mercy Hospital, School of Nursing; B.S.N., Loyola University; M.S.N., University of Illinois

RIZKALLAH, TEEANNA L. (2000),
Lecturer in Business Writing Program
A.A., Pasadena City College; B.A., California State University, Long Beach; M.A., Ph.D., University of Southern California

RIZZA, JAMES J. (1968),
Professor of Mechanical Engineering
B.S., M.S., Ph.D., University of Connecticut

ROBERTS, TERRY (1973),
Director, Interactive Televised Instruction, University Extended Education
B.A., California State University, Fullerton

ROCHE, JOANNA R. (2001),
Assistant Professor of Art
B.A., Brandeis University; M.A., Ph.D., University of California, Los Angeles

RODGERS, LLOYD A. (1972),
Professor of Music
B.A., M.A., Ph.D., University of California, Los Angeles

ROGERS, HAROLD R. (1978),
Associate Professor of Chemistry and Biochemistry
B.S., California State University, Los Angeles; Ph.D., Masschusetts Institute of Technology

ROSE, DEBRA J. (1997),
Professor of Kinesiology
B.Ed., University of Melbourne; M.S., University of Oregon; Ph.D., Pennsylvania State University

ROSENBAUM, JILL L. (1983),
Professor of Criminal Justice
B.A., University of Michigan; M.P.A., University of Arizona; Ph.D., State University of New York

ROSENGREN, HAKAN O. (1999),
Professor of Music
M.A., University of California; M.A., Royal College of Music

ROSENTHAL, MICHELLE (1976),
Coordinator, Student Affairs Office, El Toro Campus

ROY, SUDDHASATWA (1998),
Assistant Professor of Economics
Ph.D., Purdue University

RUIZ-VELASCO, CHRIS L. (2001),
Assistant Professor of English, Comparative Literature and Linguistics
A.A., Fullerton College; B.A., California State University, Fullerton; M.A., Ph.D., University of California, Riverside

RUNCO, MARK A. (1987),
Professor of Child and Adolescent Studies
B.A., Claremont Men's College; M.A., Ph.D., Claremont Graduate School

RUTKOWSKI, ELAINE M. (2001),
Lecturer in Nursing
B.S., Villa Maria College; M.S., University of Pennsylvania

RUTLEDGE, DANA N. (2002),
Associate Professor of Nursing
B.S.N., DePauw University; M.S.N., University of Kentucky; Ph.D., University of Texas

RUUD, GARY L. (1996),
Associate Professor of Human Communications Studies
B.A., M.A., San Jose State University; Ph.D., University of Washington

RYCRAW, EUGENIA (2003),
Women's Basketball Assistant Coach

RYU, TAE W. (1999),
Assistant Professor of Computer Science
B.S., INHA University; Ph.D., University of Houston

SADRI, GOLNAZ (1991),
Professor of Management
B.S., Ph.D., University of Manchester Institute of Science and Technology

SAENZ, TERRY I. (1991),
Associate Professor of Human Communications Studies
B.S., University of California, Los Angeles; M.A., University of Denver; Ph.D., Temple University

SAGE, ROBERT D. (1999),
Assistant Librarian
B.A., M.L.S., University of Pittsburgh

SALEM, ERNEST A. (1990),
Professor of Music
B.M.E., Michigan State University; M.M., University of Houston; D.M.A., University of Minnesota

SALTZSTEIN, ALAN L. (1975),
Professor of Political Science
B.A., Lawrence College; M.A.P.A., University of Minnesota; Ph.D., University of California, Los Angeles

SAMARA, MUFID F. (2000),
Lecturer in Civil and Environmental Engineering
B.S., University of Florida; B.S., M.S., Auburn University; Ph.D., University of Arizona

SAMUELSON, JERRY D. (1962),
Dean, College of the Arts; and Professor of Art
B.A., M.A., University of California, Los Angeles

SANCHO-VELAZQUEZ, ANGELES (2002),
Assistant Professor of Liberal Studies
B.A., University of Murcia; C.Phil., University Autonoma of Madrid; M.A., Ph.D., University of California, Los Angeles

SANDNER, DAVID M. (2003),
Assistant Professor of English, Comparative Literature and Linguistics
B.A., University of California, Santa Cruz; M.A., California State University, San Francisco; Ph.D., University of Oregon

SANDQUIST, DARREN R. (1999),
Associate Professor of Biological Science
B.A., M.A., Occidental College; Ph.D., University of Utah

SANTUCCI, JAMES A. (1970),
Professor of Comparative Religion; and Chair, Department of Comparative Religion
B.A., Iona College; M.A., University of Hawaii; Ph.D., Australian National University

SARGEANT, LYNN M. (2004),
Assistant Professor of History
B.S., University of Minnesota; B.A., University of Washington; M.A., Ph.D., Indiana University

SAVALA-LALICKER, CHERYL K. (2004),
Lecturer in Art
B.F.A., M.A., California State University, Fullerton

SAWERIS, NASHAT B. (2000),
Lecturer in Mathematics
B.S., M.S., Alexandria University; M.S., Ph.D., Purdue University

SAWICKI, JOSEPH W. (1969),
Professor of English, Comparative Literature and Linguistics; and Chair, Department of English, Comparative Literature and Linguistics
B.A., M.A., Ph.D., University of Chicago

SAYRE, SHAY (1992),
Professor of Communications
B.A., B.S., Ohio State University; M.Ed., Ed.D., University of California, San Diego

SCHENK, HANS J. (2002),
Assistant Professor of Biological Science
Diplom Biologe, Georg-August-Universitat Gottingen; M.A., Ph.D., University of California, Santa Barbara

SCHESSLER, TERYL E. (2003)
Lecturer in Anthropology
B.A. Arizona State University; M.A., University of Michigan; M.F.A., University of Southern California

SCHIPPER, BETH E. (1996),
Assistant Professor of Elementary and Bilingual Education
B.A., Calvin College; M.A., Western Michigan University; Ph.D., Michigan State University

SCHWEIKERT, TERRY (2001),
Assistant Softball Coach
B.S., University of Missouri

SEGAL, NANCY L. (1991),
Professor of Psychology
B.A., Boston University; M.A., Ph.D., University of Chicago

SEHITOGLU, HASAN (1986),
Professor of Mechanical Engineering
B.S., Middle East Technical University, Ankara; M.S., Ph.D., University of Illinois

SEIDMAN, SHARON B. (1996),
Associate Professor of Child and Adolescent Studies
B.A., Pomona College; M.A., Ph.D., University of California, Los Angeles

SELVILI, ZEKIYE (2002),
Associate Professor of Finance
B.S., Bogazici University, Istanbul Turkey; M.B.A., Ph.D., University of Texas

SEMINATORE, GERALD (2003),
Assistant Professor of Music
B.A., Boston University; M.M., D.M.A., University of Cincinnati

SHAHNAWAZ, SHAIKH A. (2004),
Lecturer in Economics
B.S., Carnegie Mellon University; M.P.I.A., University of Pittsburgh; M.A., Ph.D., University of Southern California

SHAMIM, CHOUDHURY M. (1989),
Associate Professor of Political Science
B.A., Dhaka University; M.A., Carleton University; M.A., Ph.D., University of Southern California

SHARIFI, MOHSEN F. (2001),
Professor of Accounting
B.S., College of Business Sciences; M.S., M.B.A., Ph.D., Louisiana State University

SHEFFIELD, ANN (1998),
Associate Professor of Theatre and Dance
B.A., Occidental College; M.F.A., Yale University School of Drama

SHEN, YICHIN (1998),
Assistant Professor of English, Comparative Literature and Linguistics
B.A., M.A., Henan University; M.A., Westchester University; Ph.D., Rutgers University

SHEPARD, DAVID S. (1997),
Assistant Professor of Counseling
B.A., Amherst College; M.S., Boston University; M.S., Ph.D., University of Southern California

SHERIF, JOSEPH (1986),
Professor of Information Systems and Decision Sciences
B.S., M.S., Kansas State University; Ph.D., Texas Tech University

SHERMAN, CLAY P. (1998),
Associate Professor of Kinesiology
B.A., California State University, Northridge; M.A., San Diego State University; Ph.D., University of Utah

SHIBATA, SETSUE (1995),
Associate Professor of Modern Languages and Literatures
B.A., Keio University; M.S.W., Ph.D., University of South Carolina

SHIPSTEAD, SUSAN G. (2001),
Lecturer in Child and Adolescent Studies
B.A., University of Michigan; Ed.M., Harvard University; Ph.D., Stanford University

SHIVA, MOSTAFA (1982),
Professor of Electrical Engineering; Department Head, Electrical Engineering
B.S., Tehran University; M.S., Ph.D., University of Southern California

SHULTZ, HARRIS S. (1970),
Professor of Mathematics
B.A., Cornell University; Ph.D., Purdue University

SIEBENALER, DENNIS J. (2001),
Assistant Professor of Music
B.M., Viterbo College; M.M., University of Wisconsin; Ph.D., University of Texas

SIHOTA, SOHAN S. (1972),
Professor of Information Systems and Decision Sciences
B.A., Government College, Ludhiana; B.A., University of Oregon; Ph.D., University of Delaware

SINGHANIA, RAM P. (1973),
Professor of Information Systems and Decision Sciences
B.Sc., University of Allahabad; B.Tech., Indian Institute of Technology; M.S., Stanford University; Ph.D., University of California, Irvine

SLOWIK, HALLIE Y. (1986),
Professor of Elementary and Bilingual Education
B.A., M.S., California State University, Fullerton; Ph.D., University of California, Riverside

SMEDLEY, BRENT (2002),
Assistant Athletic Trainer
B.S., M.S., California State University, Fullerton

SMITH, CHARLES H. (2001),
Lecturer in Management
A.A., Long Beach Community College; B.A., United States International University; J.D., Loyola Law School

SMITH, CHRISTINA Y. (2001),
Assistant Professor of Art
A.A., Bakersfield Community College; B.A., M.A., San Diego State University; M.F.A., California State University, Long Beach

SMITH, DONNIE L. (2004),
Lecturer in Management
B.S.E.T., California State Polytechnic University, Pomona; M.B.A., Pepperdine University

SMITH, EPHRAIM P. (1990),
Vice President for Academic Affairs; and
Professor of Accounting
B.S., Providence College; M.S., University of Massachusetts; Ph.D., University of Illinois

SMITH, J. OWENS (1984),
Professor of Afro-Ethnic Studies
B.A., California State University, Los Angeles; M.A., Ph.D., University of Chicago

SMITH, JUDY A. (2001),
Lecturer in Special Education; Coordinator, Admissions
Coordinator in Special Education
A.A., Fullerton Community College; B.A., California State University, Fullerton; M.S., Ed.D., Pepperdine University

SMITH, MICHAEL C. (1992),
Director, Design and Construction Services
B.A., M.A., University of California, Berkeley

SMITH, WILLIAM R. (1969),
Professor of Psychology
B.A., Wheaton College; M.A., Ph.D., University of Illinois

SNELL, BETTY J. (2002),
Lecturer in Nursing
B.S.N., University of Alabama; M.S.N., University of Colorado; Ph.D., Oregon Health Sciences University

SNOW, NANCY E. (2002),
Assistant Professor of Communications
B.A., Clemson University; Ph.D., American University, School of International Service

SNYDER, TERRI L. (1997),
Professor of Liberal Studies
B.G.S., M.A., Ph.D., University of Iowa

SOLHEID, ERNIE S. (1988),
Professor of Mathematics
B.S., B.S., University of Arizona; M.A., University of Wisconsin-Madison; Ph.D., University of Wisconsin, Madison

SONENSHEIN, RAPHAEL J. (1984),
Professor of Political Science
B.A., Princeton University; M.A., Ph.D., Yale University

SPENCER, BRENDA H. (1996),
Associate Professor of Elementary and Bilingual Education
B.A., Appalachian State University; M.A.T., Ph.D., Oakland University

STAMBOUGH, STEPHEN J. (2003),
Assistant Professor of Political Science
B.A., University of California, Riverside; M.A., Iowa State University; Ph.D., Benedictine College

STANG, KRISTIN K. (2003),
Assistant Professor of Special Education
BS.Ed., Ph.D., Northwestern University

STANLEY, DENISE L. (2000),
Assistant Professor of Economics
B.A., Occidental College; M.S., University of Oxford; Ph.D., University of Wisconsin

STANTON, LINDA K. (1987),
Professor of English, Comparative Literature and Linguistics
B.A., M.A., Ph.D., Purdue University

STAPP, PAUL T. (2002),
Assistant Professor of Biological Science
M.S., University of New Hampshire; Ph.D., Colorado State University

STARR, BRADLEY E. (1987),
Professor of Comparative Religion
B.A., Azusa Pacific University; M.A., School of Theology at Claremont; Ph.D., Claremont Graduate School

STARRETT, SHARI N. (1992),
Associate Professor of Philosophy
B.A., California State University, Fullerton; M.A., Ph.D., University of California, Riverside

STEIN, ANDI (2000),
Assistant Professor of Communications
B.A., George Washington University; M.A., University of North Carolina

STEIN, ATARA (1990),
Professor of English, Comparative Literature and Linguistics
B.A., M.A., Ph.D., University of California, Los Angeles

STEINER, MICHAEL C. (1975),
Professor of American Studies
B.A., Carleton College; M.A., Ph.D., University of Minnesota

STEINLE, PAMELA L. (1990),
Professor of American Studies
B.A., M.A., California State University, Fullerton; Ph.D., University of California, Irvine

STEVENSON, DARLENE L. (1990),
Director, Housing and Residence Life
B.A., University of Redlands; M.A., University of California, Santa Barbara; M.B.A., California State Polytechnic University, Pomona

STEWART, CARRIE (2001),
Associate Vice President, University Advancement
B.S., California State University, Hayward

STICHTER, KENNETH L. (2001),
Lecturer in Educational Leadership
B.A., California State University, Long Beach; M.A., Carnegie Mellon University; Ed.D., University of Southern California

STOHS, JOANNE H. (2000),
Lecturer in Psychology
B.A., Cleveland State University; M.S., University of Nebraska; Ph.D., University of Chicago

STOHS, MARK (1996),
Professor of Finance; and Chair, Department of Finance
B.A., M.A., Cleveland State University; M.B.A., Illinois Benedictine College; Ph.D., University of Nebraska

STOKES, JULIE (1995),
Associate Professor of Afro-Ethnic Studies
A.A., Chaffey College; B.A., California State University, San Bernardino; M.A., Ph.D., University of California, Riverside

STONE, DAWN S. (2001),
Lecturer in Nursing
A.S., Rio Hondo College; B.S., California State University, Los Angeles; M.N., University of California, Los Angeles

STONER, MARILYN J. (2000),
Assistant Professor of Nursing
B.S.N., M.S.N., California State University, Dominguez Hills; Ph.D., California State University, San Francisco

STREET, CHRIS P. (2001),
Assistant Professor of Secondary Education
B.A., University of California, Santa Barbara; M.A., San Diego State University; Ph.D., University of Texas at Austin

STUART, IRIS C. (2000),
Associate Professor of Accounting
B.S., South Dakota State University; M.B.A., University of Minnesota; Ph.D., University of Iowa

SUCEAVA, DRAGOS B. (2002),
Assistant Professor of Mathematics
B.Sc., M.Sc., University of Bucharest; Ph.D., Michigan State University

SUICH, RONALD C. (1980),
Professor of Information Systems and Decision Sciences
B.S., B.A., John Carroll University; M.S., Ph.D., Case Western Reserve University

SULLIVAN, EDWARD A. (2003),
Director of Analytical Studies
B.S., M.S., Ph.D., University of Southern California

SUN, LAICHEN (2000),
Assistant Professor of History
B.A., Zhengzhou University; M.A., Peking University; M.A., Northern Illinois University; Ph.D., University of Michigan

SYLVA, JUDITH A. (2002),
Assistant Professor of Special Education
B.A., University of California, Irvine; Ph.D., University of California, Riverside

SYMONDS, SYLVIA A. (2004),
Lecturer in Human Communications Studies
B.A., B.S., Arizona State University; M.A., California State University, Fullerton

SZESZULSKI, PATRICIA A. (1988),
Associate Professor of Child and Adolescent Studies; and Chair, Department of Child and Adolescent Studies
B.A., California State University, Long Beach; M.A., Ph.D., University of Southern California

TAKAHASHI, KEIKO (1998),
Director, Business Systems, Administration
B.S., M.S., California State University, Long Beach

TANENBAUM, STEPHEN (2001),
Director of Development, Principal Gifts
J.D., Loyola Law School

TANG, SCOTT H. (2002),
Assistant Professor of American Studies
B.A., University of Arizona; M.A., Ph.D., University of California, Berkeley

TANJASIRI, SORA P. (2003),
Associate Professor of Health Science
M.A., University of California, Berkeley; M.Ph., Ph.D., University of California, Los Angeles

TAO, FU-MING (1995),
Associate Professor of Chemistry and Biochemistry
B.S., University of Science and Technology of China; M.S., Suzhou University; Ph.D., Boston College

TARANTINO, KIMBERLY A. (1993),
Lecturer in Accounting
B.S., M.S., San Diego State University

TAULLI, JAMES R. (1997),
Associate Professor of Theatre and Dance
B.F.A., University of Arizona; M.F.A., California State University, Fullerton

TAVAKOLIAN, HAMID R. (1989),
Professor of Management
B.S., Karage School of Management, Economics, and Mathematics, Iran; M.S., Ph.D., Georgia State University

TAYLOR, HELEN P. (1989),
Professor of Secondary Education
B.S., Ohio State University; M.A., East Tennessee State University; Ph.D., Colorado State University

TAYLOR, JONATHAN S. (2000),
Assistant Professor of Geography
B.A., Washington University; M.S., Souhern Illinois University; Ph.D., University of Kentucky

TEHRANI, FLEUR T. (1985),
Professor of Electrical Engineering
B.S., Arya-Mehr University of Technology, Iran; M.S., D.I.C., Ph.D., University of London

THOMAS, JOSEPH L. (1974),
Associate Professor of Chemistry and Biochemistry
B.S., Valparaiso University; Ph.D., University of Notre Dame

TIAN, JIE (1997),
Associate Librarian
B.A., Wuhan University; M.A., Sichuan University; M.A., California State University, Fullerton; M.S., University of Illinois

TILTON, BEN (2004),
Counselor, Counseling and Psychological Services
Ph.D., Illinois School of Professional Psychology

TIMM, LAURANCE M. (1977),
Professor of Music
B.M., Louisiana State University; M.M., M.M.A., D.M.A., Yale University

TING, YUAN (1992),
Professor of Political Science
B.A., National Taiwan University; M.P.A., University of Southern California; Ph.D., Northern Illinois University

TING-TOOMEY, STELLA W. (1989),
Professor of Human Communications Studies
B.A., M.A., University of Iowa; Ph.D., University of Washington

TOLMASKY, MARCELO E. (1995),
Professor of Biological Science
M.Sc., School of Sciences, University of Buenos Aires; Ph.D., Institute for Research in Biochemistry, University of Buenos Aires

TOM, KENNETH (1996),
Associate Professor of Human Communications Studies
A.B., University of California, Berkeley; B.M., New England Conservatory of Music; M.A., San Diego State University; Ph.D., University of Iowa

TREVITT, JENNIFER (2003),
Assistant Professor of Psychology
B.A., California State University, Fullerton; Ph.D., University of Connecticut

TROTTER, EDGAR P. (1975),
Professor of Communications
B.S., Murray State University; M.S., Ohio University; Ph.D., Southern Illinois University

TSAO, YING-CHIAO (1999),
Assistant Professor of Human Communications Studies
B.S., Fu-Jen University; M.S., Ohio State University; Ph.D., University of Wisconsin-Madison

TSCHABRUN, SUSAN L. (2001),
Associate Librarian
B.A., State University of New York at Stony Brook; M.A., Ph.D., University of Wisconsin-Madison; M.L.S., University of California, Los Angeles

TUAZON, JESUS O. (1969),
Professor of Electrical Engineering
B.S.E.E., Mapua Institute of Technology; M.S.E.E., Ph.D., Iowa State University

TUMLINSON, CHARLES D. (2001),
Associate Professor of Music
B.M., Wichita State University; M.M., Ph.D., University of North Texas

TUSSING, MARJORIE O. (1965),
Professor of Modern Languages and Literatures
B.A., Whittier College; M.A., Middlebury College; Ph.D., University of Southern California

TZOUMAS, ALEX (2002),
Director, University Auditor
M.B.A., Golden Gate University; M.S., M.A., East Carolina University

UNNIKRISHNAN, RAMAN M. (2001),
Dean, College of Engineering and Computer Science; and Professor of Electrical Engineering
B.S., University of Kerala; M.S., South Dakota State University; Ph.D., University of Missouri

VALACHI, DONALD J. (1995),
Lecturer in Finance
B.S., California State University, Northridge; M.B.A., California State University, Long Beach; Ph.D., University of Southern California

VALENCIA, DAWN (2002),
Director, University Outreach
M.A., University of Phoenix

VALENCIANA, CHRISTINE (2001),
Assistant Professor of Elementary and Bilingual Education
B.A., M.S., California State University, Fullerton; Ph.D., University of California, Riverside

VALERO-COSTA, PILAR (2001),
Assistant Professor of Modern Languages and Literatures
B.A., M.A., California State University, Fullerton

VAN der POL, WILLEM (1986),
Director, Physical Plant
B.S., MTS College, Holland

VANDERHOOK, RICK (1998),
Assistant Baseball Coach

VELEZ, LYDIA E. (1996),
Associate Professor of Modern Languages and Literatures
B.S., City University of New York; M.A., City College of the City University of New York; Ph.D., University of California, Irvine

VINOPAL, JENNY (2002),
Director, Guardian Scholars Program
M.S., University of Southern California

VOEKS, ROBERT A. (1987),
Professor of Geography; and Coordinator, Environmental Studies Program
B.S., M.S., Portland State University; Ph.D., University of California, Berkeley

VOGT, GAYLE H. (1987),
Lecturer in Business Writing Program
B.A., Brigham Young University; M.A., Montclair State College; M.A., Ph.D., Claremont Graduate School

VOLZ, JIM (1991),
Professor of Theatre and Dance
B.A., Wright State University; M.A., Bowling Green State University; Ph.D., University of Colorado, Boulder

VON SCHMIDT, REYES F. (1999),
Associate Professor of Modern Languages and Literatures
M.A., Ph.D., University of Massachusetts

VURA, DOLORES H. (1986),
Assistant Vice President for Institutional Research and Analytical Studies
B.A., M.A., University of Arizona

WALGREN, BLAINE K. (1998),
Lecturer in Finance
B.A., University of California, Berkelely; Ph.D., University of Washington

WALICKI, KENNETH J. (2003),
Assistant Professor of Music
B.M., Wayne State University; M.M., Ph.D., Michigan State University

WALK, STEPHEN R. (1994),
Associate Professor of Kinesiology
B.S., Illinois State University; M.S., Ph.D., Michigan State University

WALKER, CAMERON J. (2004),
Lecturer in Anthropology
A.A., Orange Coast College; B.A., M.A., California State University, Fullerton; Ph.D., University of California, Riverside

WALKER, SEAN E. (2003),
Assistant Professor of Biological Science
B.S., University of Texas; M.S., Ph.D., Miami University

WALL, KAREN J. (2001),
Assistant Vice President, Budget and Human Resources, Student Affairs
B.S., M.B.A., University of La Verne

WANG, HOWARD (2003),
Associate Vice President for Student Affairs
B.A., University of Oregon; M.S., University of Wisconsin, Madison; M.A., Ph.D., University of California, Los Angeles

WANG, KO (1989),
Professor of Finance
L.L.B., Chinese Culture University; M.S., M.B.A., Ph.D., University of Texas at Austin

WANG, XIONG (2000),
Assistant Professor of Computer Science
B.S., Xiamen University; M.S., Fudan University; Ph.D., New Jersey Institute of Technology

WANSER, KEITH H. (1988),
Professor of Physics
B.A., California State University, Fullerton; M.A., Ph.D., University of California, Irvine

WARD, LARRY W. (1976),
Professor of Radio-TV-Film
A.B., William Jewell College; M.A., Ph.D., University of Iowa

WARLAUMONT, HAZEL G. (1992),
Professor of Communications
A.A., Orange Coast College; B.A., M.A., California State University, Fullerton; Ph.D., University of Washington

WATSON, ROBERT T. (1990),
Associate Professor of Music
B.M., M.M., University of Notre Dame; A.Mus.D., University of Arizona

WEBER, JOSEPH A. (2002),
Assistant Professor of Sociology; and Coordinator, Gerontology Program
B.S., M.A., University of Missouri; Ph.D., Oklahoma State University

WEBSTER, KATHLEEN F. (2002),
Lecturer in Kinesiology
A.A., Fullerton College; B.S., M.S., California State University, Fullerton

WEBSTER, REGINA (1991),
Associate Vice President, Central Development
B.A., Pitzer College; M.B.A., University of La Verne

WEINER, JAN S. (1992),
Associate Professor of Special Education
B.A., University of Massachusetts; M.S., National University; M.Ed., Boston University; Ph.D., University of California, Santa Barbara

WEISMAN, EVELYN M. (1997),
Associate Professor of Elementary and Bilingual Education
B.A., M.S., University of Southern California; Ph.D., Claremont Graduate School

WEISMULLER, PENNY C. (2004)
Lecturer in Nursing
B.S., Brigham Young University; M.S., Loma Linda University; M.A., Chapman College; Dr.Ph.D., Loma Linda University

WEISS, JIE W. (2004),
Assistant Professor of Health Science
B.A., M.A., Shandong University, China; M.A., California State University, Los Angeles; Ph.D., California School of Professional Psychology

WHATLEY, MELISSA (1997),
Associate Registrar
B.A., M.A., Purdue University

WHIPPLE, FREDERICK W. (2001),
Assistant Professor of Biological Science
B.A., B.S., Lafayette College; Ph.D., Tufts Medical School

WHITFIELD, THOMAS H. (1973),
Director, Environmental Health and Instructional Safety
B.A., California State University, Sacramento; M.P.A., California State University, Fullerton

WIERSMA, LEONARD D. (2001),
Assistant Professor of Kinesiology
B.A., Whitworth College; M.S., Ph.D., Springfield College

WILLIAMS, RICHARD A. (2004),
Head Strength/Conditioning Coach
B.S., Missouri Western State College; M.Ed., Middle Tennessee State University

WILLMER, SHARON E. (2001),
Lecturer in Child and Adolescent Studies
B.A., M.A., Seattle Pacific University; M.A., Biola University

WISEMAN, RICHARD L. (1978),
Professor of Human Communications Studies
B.A., Wichita State University; M.S., University of Oregon; Ph.D., University of Minnesota

WITMER, DIANE F. (1997),
Professor of Communications
B.S., University of Lavern; M.S.S.M., M.A., Ph.D., University of Southern California

WOLVERTON, VANCE (1989),
Professor of Music; and Chair, Department of Music
B.F.A.E., Wayne State College; M.A., Ph.D., University of Iowa

WONG, DAVID C. (1981),
Professor of Economics
B.Sc., University of the West Indies, Jamaica; M.A., Ph.D., University of California, Santa Barbara

WONG, MICHAEL PAUL (1999),
Assistant Dean, Student Affairs, College of Humanities and Social Sciences
B.A., University of California, Irvine; M.Ed., University of Vermont

WOODS, ADAM D. (2003),
Assistant Professor of Geological Sciences
B.S., University of Pennsylvania; M.S., University of Cincinnati; Ph.D., University of Southern California

WOODS, ROCHELLE (1996),
Assistant Dean, Student Affairs, College of Natural Sciences and Mathematics
B.A., University of Akron; M.A., Ball State University

WOODWARD, JAMES F. (1972),
Professor of History
A.B., Middlebury College; M.S., New York University; Ph.D., University of Denver

WRIGHT, GERALD W. (2003),
Lecturer in Communications
B.S., University of Oregon; M.A., University of Memphis

WRIGHT, NANCEE (1980),
Assistant Dean, Student Affairs, College of Health and Human Development; and College of Education
B.S., M.S., California State University, Fullerton

WYATT, TOYA A. (1990),
Associate Professor of Human Communications Studies
B.S., M.A., Northwestern University; Ph.D., University of Massachusetts

WYNANTS, SHELLI A. (2001),
Lecturer in Child and Adolescent Studies
B.A., M.A., California State University, Fullerton

XIAO, FENG (2003),
Assistant Professor of Economics
B.A., Fudan University; M.A., Ph.D., University of Massachusetts

XUE, LISA (2005),
Director, International Programs/Asia, University Extended Education
M.Ed., University of Utah

YANG, JING (2003),
Assistant Professor of Finance
B.A., Nanjing University; M.A., University of Colorado

YANG, SAMUEL C. (2002),
Associate Professor of Information Systems and Decision Sciences
B.S., Cornell University; M.S., Stanford University; Ph.D., Claremont Graduate School

YEN, SHU-CHEN J. (2000),
Assistant Professor of Child and Adolescent Studies
B.A., Tung-Hai University; M.Ed., University of Missouri - Columbia; Ph.D., University of Missouri

YOPP-EDWARDS, RUTH (1986),
Professor of Elementary and Bilingual Education
B.A., M.S., California State University, Fullerton; Ph.D., University of California, Riverside

YORBA, GREG P. (1996),
Library Assistant
B.A., California State University, Fullerton; M.S., San Jose State University

YOUNG, ROBERT A. (1976),
Associate Vice President, Academic Programs; and Professor of Geography
B.A., Illinois State University; M.A., Ph.D., University of Wisconsin

YUN, LAWRENCE T. (2001),
Assistant Professor of Art
B.F.A., M.F.A., California State University, Long Beach

ZACAIR, PHILIPPE J. (2002),
Assistant Professor of History
B.A., M.A., D.E.A., Ph.D., Universite de Paris X-Nanterre, Paris, France

ZACHERL, DANIELLE C. (2003),
Assistant Professor of Biological Science
B.A., Brown University; Ph.D., University of California, Santa Barbara

ZANDPOUR, FRED C. (1988),
Associate Dean, College of Communications; and Professor of Communications
B.A., National University, Iran; M.A., University of Portland; Ph.D., University of Washington

ZAREH-SMITH, FRAN (1983),
Director, University Learning Center
M.A., California State University, Fullerton

ZEBALLOS, ABEL A. (1990),
Professor of Theatre and Dance
A.S., Orange Coast College; B.A., M.A., California State University, Fullerton

ZENDERLAND, LEILA C. (1981),
Professor of American Studies
B.A., University of Miami; M.A., Ph.D., University of Pennsylvania

ZHANG, YI (2004),
Associate Professor of Information Systems and Decision Sciences
B.S., University of Science & Technology of China; M.S., New Jersey Institute of Technology

ZHAO, HEPING (1990),
Associate Professor of of English, Comparative Literature and Linguistics
B.A., Hebei University; M.A., Ph.D., Purdue University

ZIMMER, TROY A. (1971),
Professor of Sociology
B.A., Southern Illinois University; M.A., University of Hawaii; Ph.D., Ohio State University

ZIMMERMAN, CHERYL A. (1999),
Assistant Professor of Modern Languages and Literatures
B.A., M.A., California State University, Long Beach; Ph.D., University of Southern California

ZINDER, STEVEN M. (2003),
Assistant Professor of Kinesiology
B.S., M.S., University of Arizona; Ph.D., University of Virginia

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When corresponding with the university, write to the specific office, college or department.

California State University, Fullerton
P.O. Box 6850
Fullerton, CA 92834-6850
Telephone information (714) 278-2011

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Editor Emeritus	Gladys M. Fleckles
Managing Editors	David Falconer
	Kathy Pomykata
Catalog Design	Michael Hofeldt
	Marcia Escobosa
Photographs	Patrick O'Donnell
	Michael Riley
	Phil Channing

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Editorial Assistants	Pat Ducey
	Lynn Winter
Curriculum Editing	College Deans
	Department Chairs
	Program Coordinators
Layout Production	Marilyn Medlin
	Michael Hofeldt
Production Coordinator	Andrea Davis
Printing	Diversified,
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the first fifty years

In 1957 orange trees easily outnumbered residents, but there was a vision that a small college could be carved into the groves northeast of downtown Fullerton. In less than 50 years, that vision has been replaced with a reality that would surpass even the expectations of the university's founders. Today Cal State Fullerton has blossomed into one of the fastest-growing, dynamic universities in the California State University system.

Not only has the physical campus evolved to serve the needs of students and the surrounding communities, but the face of the university community mirrors the rich, multicultural diversity of Southern California.

The university has also branched out beyond the city of Fullerton bringing excellent programs to south Orange County both with the El Toro Campus and the MBA program at the Irvine Spectrum. The campus teamed with the city of Santa Ana to revitalize its downtown area and create a unique educational opportunity for College of the Arts students at the Grand Central Arts Center.

A number of new projects are underway to further enlarge the campus that once seemed so remote. Opening in January 2006, the new Performing Arts Center is a project that has been over thirty years in the making. The largest of our eight colleges, Business and Economics, is set to break ground for their new home, Mihaylo Hall, in 2006.

As our campus community prepares for a celebration of our 50th anniversary, it is with great pride that we take a look at our past and eagerly anticipate the future. Cal State Fullerton has cultivated a rich tradition of academic excellence, athletic achievement and community involvement. These accomplishments serve as our guideposts as we plan the next 50 years.

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